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ABSTRACT

This home economics curriculum guide on foods and nutrition for secondary students is one of six developed for inservice teachers at Marianas High School in Saipan. The guide provides the rationale, description, goals, and objectives of the program: the program of studies and performance objectives by levels: samples of lesson plans for effective delivery of instruction; and a listing of references. Concepts covered include introduction to foods and food groups, basic nutrients, kitchen tools and equipment, kithcen safety, sanitation, simple food preparation, care and use of appliances, selection and purchase of foods, local foods, etiquette and entertaining, food preservation, meal management, international foods, and related occupations. Appended materials include suggested activities for students. (CT)

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ED203100

CURRICULUM GUIDE

Home Economics: Foods and Nutrition
Secondary Schools

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FOREWORD

This document, Curriculum Guide for Home Economics: Foods and Nutrition, is one of several guides developed during the 1980 summer Session held for in-service teachers at Marianas High School in Saipan. The in-service workshop was made possible through a federal project titled, Vocational Education Personnel Development in the Pacific Basin, under Section 135 of Title II of the Education Amendment Act of 1976 (P. L. 94-482).

Experienced teachers and administrators representing the secondary schools of the Commonwealth of the Northern Mariana Islands and the Trust Territory of the Pacific Islands developed the guide to establish curriulum standards for vocational education in their respective school systems. It is hoped that this guide will help teachers and administrators improve instruction as well as establish a base for future curriculum development efforts.

The guide provides the rationale, description, goals and objectives of the program; the program of studies and performance objectives by levels; samples of lesson plans for effective delivery of instruction; and a listing of references.

Constructive comments and recommendations will be appreciated. These should be forwarded to either the Department of Education, Commonwealth of the Northern Mariana Islands or Bureau of Education, Trust Territory of the Pacific Islands, Directors of Vocational Education.

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INTRODUCTION

Home Economics is the field of knowledge and service primarily concerned with strengthening family life. It is a body of knowledge drawn from its own research, from the sciences (physical, biological, and social) and the arts and applies this knowledge to improving the lives of individuals and families.

The over-all goal of the Home Economics program in secondary schools is to improve the quality of home and family living in order to strengthen family life. The new directions for Home Economics are to help individuals identify and develop basic competencies that will be helpful in personal and family living regardless of the particular lifestyle of the individual or family.

This guide for Foods and Nutrition classes in the secondary schools of the Commonwealth of the Northern Mariana Islands and the Trust Territory of the Pacific Islands suggests concepts, generalizations, objectives, teaching methods, and evaluations. Even though Home Economics courses are offered in a variety of patterns in the secondary schools of the CNMI and the TTPI (beginning at the 7th, 8th, or 9th grade, one-semester courses, yearly courses, and with different equipment and facilities), it is our hope that teachers will be able to use the materials we have developed by adapting them in ways appropriate to their own particular situations.

Materials presented in this guide may serve as basic education for occupational programs using Home Economics knowledge and skills.

Organization of the Guide

The Scope and Sequence refers to the particular subject matter, or concepts, to be studied and the order of their study. The development of the concepts are shown at a glance.

zines, page numbers, materials, equipment, films, etc. Specific texts and materials are not given in the guide because a wide variety are used throughout the CNMI and TTPI.

The Appendix includes a listing of educational terms and their definitions, equipment lists, suggested pre-tests and post-tests, games, and other materials not included in the above categories.

The Bibliography is a list of books, magazines, and pamphlets useful to a study of the particular subject. Current newspapers and magazines often contain new materials that keep the curriculum up to date.

Curriculum development is, and should be, a continous process, therefore, this guide is intended to be only a beginning.

Because this guide has been developed specifically for teachers of the Commonwealth of the Northern Mariana Islands and the Trust Territory of the Pacific Islands, and considering the uniqueness of this vast Pacific area (and its differences and similarities), we sincerely hope our suggestions will be of help to beginning teachers needing many ideas and to experienced teachers searching for new ideas in their efforts toward helping individuals and families to improve the quality of life. However, after this guide has been used, we would appreciate suggestions for improvements to be included in future editions.

The guides in Nutrition and Child Development are the first to be developed. Guides in other areas of Home Economics remain to be developed during future summer workshops.

A Conceptual Framework is an outline of concepts (main topics).

Concepts were selected for their appropriateness to the three levels of study and are given in a progressive sequence. Decisions about the concepts to include were made after a study of the available materials and discussions about the needs of each school district.

A Generalization is a statement that expresses a complete thought, is a basic fact, is valid anywhere, and shows the relationship among concepts.

Criteria for making generalizations are: Is the statement basically true? Does the statement make a clear and complete expression of the idea you want to get across? Would the student be able to form a generalization using his/her own words and drawing upon his/her own background and level of understanding? Students may be helped to generalize by being asked the following questions: What have you learned from the lesson today? Can our discussion (or lesson) be summarized in 20 words or less? What main ideas did we discuss? Are the ideas related? Can these ideas be used in other statements?

Objectives are statements of hoped for behavior or desired learning on the part of the student. Objectives are suggested and learning activities are given for each objective. Ideally, all objectives would be met with 100% accuracy. However, this would be an unrealistic expectation of all students except where safety and sanitation are concerned--and here 100% accuracy should be the goal for obvious reasons. For other objectives, the determination of percentage of achievement should be left up to the discretion of the teacher.

Activities are suggested experiences in which a student participates for the purpose of learning. Many activities are suggested for the teacher to use or adapt depending upon the circumstances.

Teacher's Notes is a space on each page for the teacher to use when more detailed planning is needed. The teacher may list specific texts, maga-

FOODS AND NUTRITION: SCOPE AND SEQUENCE

Level	Concepts Developed
I	Introduction to foods and nutrition, basic nutrients, kitchen tools and equipment, kitchen safety, sanitation, food preparation, and related occupations.
II	Review of basic nutrition, nutrition for optimum helath, care and use of applicances, selection and purchase of food, food preparation, etiquette and entertaining, and related occupations.
III	Review of foods for good health, nutrition during pregnancy and lactation, nutrition for infants and children, nutrition for teenagers, adults, and senior citizens, food preservation, food preparation and meal management, related occupations (entry level, skilled, semi-professional, professional) and international food cookery.

LEVEL I: COURSE DESCRIPTION

As an introduction to Foods and Nutrition, Level I (the beginning level) serves to awaken the interest of young men and young women in proper nutrition and its importance throughout their lives. The course is designed around seven concepts beginning with an introduction to foods and food groups and proceeding through basic nutrients, kitchen tools and equipment, kitchen safety, sanitation, simple food preparation, and related occupations. Flexibility in planning is necessary as this guide is designed to aid the teacher in fitting the course to the individual needs of the students. Therefore, the time frame is left up to the discretion of the teacher.

LEVEL II: COURSE DESCRIPTION

The continuing course of study for young men and young women emphasizes nutrition and food preparation and is designed around eight basic concepts: a review of basic nutrition (Level I), nutrition for optimum health, care and use of appliances, selection and purchase of foods, food preparation, local foods, etiquette and entertaining, and related occupations.

LEVEL III: COURSE DESCRIPTION

This advanced level is designed to establish an awareness of the importance of proper and adequate food for individual nutritional needs and optimum health at various age levels. This level focuses on food preservation, food preparation, meal management, and basic preparation for related occupations in the foods and nutrition field. A study of international foods is included in order to develop an appreciation of diet patterns and food customs of other people.

LEVEL I: FOODS AND NUTRITION

Conceptual Framework

I. Introduction to Foods and Nutrition
   - A. Importance of Food
     1. Local Customs
     2. International Customs
   - B. The Optimum Diet vs Poor Diet

II. Basic Nutrients
   - A. Classification
     1. Protein
     2. Carbohydrates
     3. Fats
     4. Minerals
     5. Vitamins
     6. Water
     7. Fiber
   - B. Functions
   - C. Sources
   - D. Utilization of Food

III. Kitchen Tools and Equipment
   - A. Identification
   - B. Uses
   - C. Care
   - D. Storage

IV. Kitchen Safety
   - A. Prevention of Accidents
     1. Equipment

2. Floors

3. Cleaning Agents

B. First Aid

V. Sanitation

A. Food Handling

B. Storage

VI. Food Preparation

A. Terminology

B. Reading Recipes

C. Simple Meals

VII. Related Occupations

LEVEL I. Foods and Nutrition

CONCEPT I. Introduction to Foods and Nutrition

A. Importance of Food 1. Local Customs

GENERALIZATION: Local foods can be prepared in new and interesting ways.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Compare meals served in the community. Identify the various kinds of foods served in the community.	Talk about foods that are available and used daily in homes. List ways in which local foods can be served. Discuss the techniques of using and caring for local foods. Compare local foods with imported foods and discuss the differences. Compile recipes of local dishes using local and English language. Talk about different types of meals served in the community and ways in which they differ. Display pictures of foods with recipes on bulletin boards. Study the instructions before preparing local foods.	

LEVEL I. Foods and Nutrition

CONCEPT I. Introduction to Foods and Nutrition

A. Importance of Food 2. International Customs

GENERALIZATION: We should become aware of and appreciate foreign food customs.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn about food customs of other countries. Use foods of other countries.	Discuss foods available and used in other countries. List ways they are served. Make recipe book by collecting recipes from magazines. Identify different types of meals served in other countries. Discuss ways in which they differ from local foods. Demonstrate special foods used on special occasions. Visit a restaurant and note the variety of foods offered. Prepare a foreign food. Show a film, if possible.	

LEVEL I. Foods and Nutrition

CONCEPT I. Introduction to Foods and Nutrition

B. The Optimum Diet vs Poor Diet

GENERALIZATION: For the best health, we should eat an optimum diet.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To identify basic nutrition principles. Recognize the difference in health and well-being.	Make posters showing the optimum diet. Make posters showing a poor diet. Contrast the optimum diet and poor diet. Using food models, arrange food group displays. Show filmstrip or movie showing diseases caused by food or water. Make a list of nutrients. Explain the functions of nutrients. Make posters showing all of the essential nutrients.	

LEVEL I. Foods and Nutrition

CONCEPT II. Basic Nutrients

A. Classification 1. Protein

GENERALIZATION: Proteins are essential for optimum health and need to be balanced carefully every day for use by the body.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Select the important food sources of protein. Learn ways to prepare protein foods. Learn how to balance protein foods.	Analyze proteins: complete, incomplete. Provide list of foods rich in protein. Explain the function of protein in the body. Explain deficiency symptoms and give examples by showing pictures of a person with a protein deficiency disease. Compare with a healthy person. List foods and ask students to pick out the good sources of protein. Invite a resource person to talk on various deficiency symptoms: marasmus, kwashiorkor, edema, etc. Show pictures of people with the above diseases.	

LEVEL I. Foods and Nutrition

CONCEPT II. Basic Nutrients

A. Classification 2. Carbohydrates

GENERALIZATION: Carbohydrates are essential for good health.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify foods rich in carbohydrates. Distinguish between complex and simple carbohydrates. Apply information about carbohydrates to improve own diet. Learn to avoid simple carbohydrates. Compare brown rice and white rice. Compare whole wheat flour and white flour.	Discuss simple and complex carbohydrates. Explain carbohydrate function in the body. List food sources of carbohydrates: Simple and complex. Ask students to name local sources of carbohydrates. Explain to the student the deficiency symptoms when inadequate carbohydrates are consumed. Explain the dangers of refined sugar. List foods and ask students to pick out good sources of carbohydrates. Explain what will take place when carbohydrates are absorbed in the digestive system. Discuss diabetes, obesity, tooth decay and their causes.	

LEVEL I. Foods and Nutrition

CONCEPT II. Basic Nutrients

A. Classification 3. Fats

GENERALIZATION : A certain amount of fat is essential to the health of the individual.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Determine which foods are high in fats. Understand the value of fats in the diet. Study the effects of eating too much fat. Evaluate different kinds of fat.	Explain functions of fat in the diet. Ask students to give some local food sources of fats. Provide list of food sources of fats. Make a list of a variety of foods and have students choose good sources of fats. Discuss deficiency symptoms and give examples. Ask resource person to talk on deficiency diseases and overweight. Show film, if available. Illustrate the digestive system and explain what will take place when fats are absorbed.	

LEVEL I. Foods and Nutrition

CONCEPT II. Basic Nutrients

A. Classification 4. Minerals

GENERALIZATION: Minerals in adequate daily amounts are important for the maintenance of optimum health.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Select foods rich in minerals.	Handouts: Talk about different minerals contained in foods.	
Learn the functions of minerals.	Discuss the function of each mineral and its importance in the diet.	
Determine the effects of lack of minerals in the diet.	List food sources and relate to each mineral.	
	Explain deficiency symptoms.	
Improve one's own health by consuming mineral-rich foods daily.	Show the pictures of persons with symptoms of mineral deficiencies.	
	Make a list of foods and ask students to choose good sources of calcium, iron, phosphorus, potassium, iodine, etc.	
	Ask students to name local sources of calcium-rich foods and explain their function in the body.	
	Ask students to name local sources of iron-rich foods and explain their functions in the body.	

LEVEL I. Foods and Nutrition

CONCEPT II. Basic Nutrients

A. Classification 5. Vitamins

GENERALIZATION: Vitamins in the right amounts are essential to the maintenance of life.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify food sources of vitamins. Cite the work done by vitamins to maintain health. Improve one's own health by getting enough vitamins in the daily diet.	Discuss different vitamins. Discuss the history of vitamins (including when they were discovered). Make a listing of foods rich in specific vitamins. Study the functions of each vitamin. Discuss deficiency symptoms. Invite a home economist, nutritionist, or public health nurse to discuss vitamins and health. Show pictures of people with obvious deficiency problems. Discuss ways to improve the diet by eating more vitamin-rich foods. Discuss water-soluble and fat-soluble vitamins. Discuss ways of preparing foods to retain vitamin content.	

LEVEL I. Foods and Nutrition

CONCEPT II. Basic Nutrients

A. Classification 6. Water

GENERALIZATION: A person can live without food for several weeks, but would die if deprived of water for only a few days.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn about the importance of water in the body. Analyze different sources of water. Learn how water is treated for drinking. Use safe water.	Explain the function of water in the body. Discuss how much water is needed by the body, daily. Ask a resource person to talk about the water system and ways to be sure of a safe water supply. Lab experiments: see the difference between clean water and unclean water. (Put a spoonful of sugar in a glass of water. Let it sit overnight. The next day observe by eye and microscope. Have "monsters" fed and grown on the sugar or is the water apparently free of bacteria?) Demonstrate how to sterilize water by boiling and keeping free of contaminants. Discuss distilled water. Compare it with rainwater.	

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LEVEL I. Foods and Nutrition

CONCEPT II. Basic Nutrients

A. Classification 7. Fiber

GENERALIZATION: Adequate fiber consumption prevents many health problems.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Select the good sources of food fiber. Recognize the importance of fiber in the diet.	Discuss food sources and make a list of good sources. Analyze the functions of fiber for good health. Discuss problems related to lack of fiber. Discuss new research findings regarding fiber and cancer prevention.	

LEVEL I. Foods and Nutrition

CONCEPT II. Basic Nutrients

B. Functions

GENERALIZATION : All of the nutrients are vital because they work together to maintain health.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Explain the functions of the basic nutrients. Promote optimum health by consuming a balanced diet.	Review names and functions of basic nutrients. Review deficiency symptoms. Invite a home economist, nutritionist, or public health nurse to speak of deficiencies and malnutrition vs. optimum nutrition and wellness. Explain how to obtain an optimum diet by showing examples of a balanced menu. Show films if available.	

LEVEL I. Foods and Nutrition

CONCEPT II. Basic Nutrients

C. Sources

GENERALIZATION: Nutritious foods can be delicious and easy to prepare.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Select good sources of specific nutrients.	Review the food nutrients. Ask students to name local sources for each nutrient. Provide list of local and foreign foods rich in specific nutrients. Review basic food groups and relate to nutrients. List ways of preparation and discuss each. Demonstrate some of the preparations and let students observe. Let students prepare simple menu.	

LEVEL I. Foods and Nutrition

CONCEPT II. Basic Nutrients

D. Body Utilization of Food

GENERALIZATION: The body requires complete proteins, complex carbohydrates, fats, vitamins, minerals, water, and fiber on a daily basis for optimum nutrition.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn how the body uses foods.	Display illustration of digestive system and discuss. Explain how the body uses nutrients to maintain its operations. Ask a resource person to visit the class. Discuss specific duties performed by a single digestive organ. Ask a resource person: biology teacher, public health nurse, physician. Show a film of digestive processes and relate to uses of foods in the body. Review the importance of the daily consumption of complete proteins and complex carbohydrates, fats, adequate vitamins and minerals, water, and fiber.	

LEVEL I. Foods and Nutrition

CONCEPT III. Kitchen Tools and Equipment

A. Identification

GENERALIZATION : Communication and understanding is improved by knowing and using the proper names of tools and equipment used in the kitchen.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify different kids of tools and equipment.	Explore the kitchen and discuss different types of tools and equipment found there. Make name labels for each piece of equipment. Make a poster to illustrate kitchen equipment. Assign students to make a scrap book of kitchen tools and equipment by collecting pictures from magazines. Identify items displayed on a table with 90% accuracy.	

LEVEL I. Foods and Nutrition

CONCEPT III. Kitchen Tools and Equipment

B. Uses

GENERALIZATION: You can get the most satisfaction from equipment if you understand how to use it.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn to operate different tools and equipment in the right way.	Demonstrate the use of familiar and unfamiliar equipment to the class. Demonstrate safety precautions to use with electrical equipment. Distribute labels. Read and discuss the labels before using any equipment and refer to the information when necessary. Ask students to demonstrate various pieces of equipment before the class. Display a variety of kitchen utensils and identify them by name and use. After all utensils have been identified, play utensil bingo whereby the caller tells the name of the utensil and the players identify its use (combination of giving uses and matching names may also be used).	

LEVEL I. Foods and Nutrition

CONCEPT III. Kitchen Tools and Equipment

C. Care

GENERALIZATION: Proper care of kitchen tools and equipment prolongs its efficient operation and gives user satisfaction.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Develop responsibility in handling and cleaning kitchen tools and equipment. Identify defective electrical wiring. Learn how to repair simple electrical wiring.	Refer to the use and care booklets when caring for kitchen tools and equipment. Make a file of booklets and articles clipped from magazines. Discuss different types of cleaning agents and their safe use on the equipment. Discuss and demonstrate the use and care of equipment. Ask an electrician to visit the class and demonstrate the correct way to repair electrical wiring on a toaster or other small electrical appliance that needs new cord.	

LEVEL I. Foods and Nutrition

CONCEPT III. Kitchen Tools and Equipment

D. Storage

GENERALIZATION : The arrangement of equipment and supplies in the kitchen influences the expenditure of time, motion, and energy and encourages success in the cooking activities.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the need for organizing equipment in the kitchen. Learn to plan adequate storage. Use storage space efficiently. Learn to use the Principle of First Use to save time, motion, and energy.	Demonstrate the arrangement of convenient storage space for equipment. Use a check list to judge the appearance of the kitchen at the end of the class period. The Principle of First Use: Items used first should be placed where they are first used. (Examples: the rice supply should be near the rice cooker, coffee cups and coffee should be near the coffee pot, a paring knife should be near the sink, etc.)	

LEVEL I. Foods and Nutrition

CONCEPT IV. Kitchen Safety

A. Accident Prevention 1. Equipment

GENERALIZATION: The kitchen is the most dangerous room in the home, but most accidents can be prevented when safety is emphasized in the selection, installation, and use of kitchen equipment.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn to prevent accidents in the kitchen. Use safety procedures in the laboratory.	Explain how to read the instruction labels on equipment and emphasize the part about safe use. Discuss special safety measures at home and in school. Demonstrate safety practices at the gas or electric range. Discuss hazards found in the kitchen. Demonstrate simple home repairs: Knife sharpening, kerosene lantern, kerosene stove, fixing frayed electrical cords. Demonstrate safety at the cupboard: storage of knives, stacking canned goods, etc. Make safety posters to hang in the kitchen. Discuss proper use and storage of electrical cords. Demonstrate proper ways to climb when reaching into upper cabinets. Divide into groups. List safety practices to follow when in a lab experience. Present demonstrations (2 to 5 per group): extinguishing a grease fire, handling sharp objects, wiping up broken objects.	

LEVEL I. Foods and Nutrition

CONCEPT IV. Kitchen Safety

A. Accident Prevention 2. Floors

GENERALIZATION: When safety is emphasized, people are not likely to slip on wet floors or trip over rugs or toys.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn to prevent accidents by giving floors the proper care.	Ask students to discuss some of the causes of floor accidents. Discuss safety measures used at home. Explain some accident prevention methods to use. Talk about the cost of accidents in time and money lost and misery. Show how to clean a floor. Then divide class into groups and let each group scrub the area around their kitchen. Talk about things lying around on the floor. Discuss how wet floors and loose rugs can cause serious accidents. Make a check list and evaluate the classroom after each class period.	

LEVEL I. Foods and Nutrition

CONCEPT IV. Kitchen Safety

A. Accident Prevention 3. Cleaning agents

GENERALIZATION: Cleaning agents must be used with caution and kept away from children.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Apply safety principles when using cleaning agents. Learn to read the label before using any cleaning agent. Analyze ways of keeping cleaning agents away from children.	Ask students to name the kind of cleaning agents used at home. Make a list of cleaning agents available, locally. Practice reading labels. Discuss safety measures: Keep in safe place, keep out of reach of children, make sure containers are labeled. Discuss the importance of adequate ventilation when using chemicals. Collect cleaning supplies and demonstrate the proper use of each. Caution against mixing cleaning agents. (Example: Never mix bleach with ammonia, or bleach with cleansers, etc.)	

LEVEL I. Foods and Nutrition

CONCEPT IV. Kitchen Safety

B. First Aid

GENERALIZATION: Everyone should know how to use first aid in an emergency.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To know how and when to apply first aid when an accident happens. Clean wounds properly to prevent infection.	Explain the subject of first aid to students. Ask students what they do when minor accidents happen at home. Discuss. Invite a public health nurse to come and talk on the subject and give a demonstration. Describe the following conditions and at least one method of treatment for each: burn, kerosene poisoning, cuts, drowning, broken bones, shock, aspirin poisoning, swallowing caustic chemicals such as lye, choking. Ask students to demonstrate simple bandages and evaluate the results.	

LEVEL I. Foods and Nutrition

CONCEPT V. Sanitation

A. Food Handling

GENERALIZATION : Food borne diseases are preventable when proper sanitation and storage methods are carefully practiced.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To analyze sanitation methods used in the kitchen. To demonstrate sanitary procedures when preparing food. To develop an awareness of the seriousness of food borne diseases. To eliminate all food borne diseases. Learn that hot foods should be kept hot and cold foods should be kept cold. To develop the habit of refrigerating left over food promptly. Learn the proper ways of caring for eggs and foods containing eggs.	Make a list of precautions to be taken when preparing foods. Demonstrate the proper handling of foods. Discuss bacterial and viral contamination of foods. Obtain several petri dishes from a science lab and prepare a gelatine mixture to grow cultures of bacteria obtained from soiled hands, a garbage pail, a dirty dish towel, hair, a cough or sneeze, clothing, and a wooden cutting board. Watch cultures grow; have a science teacher identify the types of bacteria obtained and then determine personal and general sanitary guidelines for laboratory and home use. Demonstrate and give reasons for correct dishwashing procedures and proper disposal of garbage. Discuss the importance of using eggs that are free of cracks in the shell. (Viruses can enter the cracked shell causing serious illness or death to infants or older people.) Chopping or cutting boards must be cleaned and given a Clorox bath after cutting meats, fish, chicken, etc. Have students demonstrate the cleaning of cutting boards and counter tops and knives after being in contact with the above foods.	

LEVEL I. Food and Nutrition

CONCEPT V. Sanitation

B. Storage

GENERALIZATION : Proper storage of food contributes to maintenance of good health.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Be able to recognize the use of different food storage methods. Understand the types of storage available. Develop techniques for proper storage.	Have students tell about the different kinds of food storage used in their homes. List food storage methods and discuss the use of each. Show pictures of different food storage facilities. Show pictures of good storage and poor storage and compare. List ways of storing foods. Discuss the need for a refrigerator, cost, and maintenance. Demonstrate the proper care and use of a refrigerator. Assign group of students to clean a refrigerator and evaluate.	

LEVEL I. Foods and Nutrition

CONCEPT VI. Food Preparation

C. Simple Meals

GENERALIZATION: For an improved quality of life, everyone should develop basic skills in the preparation of simple, nutritious, and economical meals.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To develop the ability to plan, prepare, and serve simple meals in various ways. To demonstrate different methods of food service. Learn to prepare a variety of simple, nutritious meals.	Discuss cooking methods used locally. Practice menu planning. Demonstrate different ways of preparing local foods considering ease of preparation and time involved in preparation and clean up. Ask students to plan and cook a simple meal. Show samples of table settings for different types of occassions. Discuss kinds of foods served for different occassions. Talk about the clothes to be worn for that particular occassion. Discuss ways of using left over (or planned over) food. Plan and prepare a holiday meal.	

LEVEL I. Foods and Nutrition

CONCEPT VI. Food Preparation

A.. Terminology

GENERALIZATION: Anyone can successfully prepare a recipe if he/she understands the terminology used.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Define the terminology used in recipes. Demonstrate an understanding of cooking terminology.	List and explain cooking terms used. Demonstrate equipment used and let the students observe. Give out different recipes and let students read and become familiar with the terms used.	

LEVEL I. Foods and Nutrition

CONCEPT VI. Food Preparation

B. Reading Recipes

GENERALIZATION: To prepare satisfactory food products from recipes, interpretation of terms and abbrevations is needed.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Apply the language (terms) used in the successful completion of a recipe without the instructor's help.	Examine several recipes and list all unfamiliar terms. Compile a class list of these terms. Divide into groups, assign terms, and each group report findings to class. (Dictionaries or glossaries will be needed.) Assemble measuring equipment and show steps in following a recipe and correct way of using measurements. Demonstrate by going through a simple recipe using standard measurements. Make individual cook book from tested recipes.	

LEVEL I. Foods and Nutrition

CONCEPT VI. Food Preparation

C. Simple Meals

GENERALIZATION: For an improved quality of life, everyone should develop basic skills in the preparation of simple, nutritious and economical meals.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To develop the ability to plan, prepare, and serve simple meals in various ways.	Discuss cooking methods used locally.	
	Practice menu planning.	
	Demonstrate different ways of preparing local foods considering ease of preparation and time involved in preparation and clean up.	
To demonstrate different methods of food service.	Ask students to plan and cook a simple meal.	
	Show samples of table settings for different types of occassions.	
Learn to prepare a simple, nutritious meal.	Discuss kinds of foods served for different occassions, also emphasize the clothes to be worn for that occassion.	
	Discuss ways of using left over or planned over food.	
	Plan and prepare a holiday meal.	

LEVEL I. Foods and Nutrition

CONCEPT VII. Related Occupations

GENERALIZATION: The food industry involves every business serving food to people away from home.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To consider the many different career opportunities available in the foods and nutrition field.	Ask students if they have considered a career in foods and nutrition. Discuss career opportunities. Invite resource persons (workers in a bakery, restaurant, hospital, etc.) to come and talk about their careers.	
To develop basic skills necessary to obtain an entry level position.	Talk about possible qualifications and salary scale. Plan a trip to a bakery, hospital and/or restaurant, etc. to observe the services. Ask students to write a trip report.	

Level II: Foods and Nutrition

Conceptual Framework

I. Review Basic Nutrition
   - A. Basic Food Groups
   - B. Nutrients
   - C. Functions

II. Nutrition for Optimum Health
   - A. Digestion and Absorption
   - B. Deficiencies
   - C. Food Allergies
     1. Additives
     2. Natural Allergens

III. Care and Use of Appliances
   - A. Small
   - B. Major

IV. Selection and Purchase of Food
   - A. Selection of Fresh Foods
   - B. Product Comparison
   - C. Food Habits and Behavior Patterns
   - D. Marketing

V. Food Preparation
   - A. Reading Recipes
   - B. Methods
     1. Oven Cookery
     2. Top-of-Range Cooking
     3. Outdoor Cookery
     4. Preparation of Raw Foods

VI. Local Food Cookery

A. Using Local Foods

B. Writing Recipes

VII. Etiquette and Entertaining

A. Table Setting

B. Decoration

C. Serving

D. Hosting

VIII. Related Occupations

LEVEL II. Foods and Nutrition

CONCEPT I. Review of Basic Nutrition

A. Basic Food Groups

GENERALIZATION: Knowledge of basic food groups is relevant to nutritional planning throughout life.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the different food groups and their relationship to health and general well-being. Relate the uses of basic food group guides. List the reasons for using a food guide.	Pre-test to determine retention from Level I. Use flannel board to illustrate food groups. View available films or filmstrips pertinent to foods and food groups. Make collage posters of food groups. Report on the history of nutrition by using nutrition reference books. Make a bulletin board illustrating food groups. Have students compare the meal they ate yesterday with the food guides and ask the following questions: Did you have proper kinds of foods and enough servings of each? What food groups were missing? Discuss ways you can improve your diet. List ways to improve your own diet, keep the list, and try to follow it for one week, two weeks, etc.	

LEVEL II. Foods and Nutrition

CONCEPT I. Review of basic Nutrition

B. Nutrients

GENERALIZATION: Knowledge of nutrients needed by the body and their sources in available foods is basic to the development of food patterns throughout life.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the names of food nutrients.	Discuss nutrients as they are related to the food groups.	
Associate nutrients with foods rich in those specific nutrients.	View available films or filmstrips.	
	Invite a resource person to discuss nutrition.	
Recognize the nutritional value of local foods.	Review the minimum daily requirements for each nutrient.	
Relate the value of home gardening to good nutrition.	Define each nutrient by looking up the meaning in the glossary.	
Recognize the need for a safe water supply.	Have students make a chart indicating nutrients and their food sources.	
	Invite public health representative to discuss diseases caused by an unsafe water supply.	
	Make slides of water to view under a microscope of treated and untreated water.	
	List foods high in the specific nutrients that are eaten daily by the students.	
	Ask an agriculture agent to visit class to discuss gardening.	

LEVEL II. Foods and Nutrition

CONCEPT I. Review of Basic Nutrition

C. Functions

GENERALIZATION: Knowledge of nutrients and their function in the body is basic to the maintenance of optimum health.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn the value of nutrients in our daily diets. Identify the functions of each nutrient.	Discuss ways in which nutrients function to aid in bodily growth and repair, provide energy, prevent disease and regulate body processes. Have students prepare a chart of each nutrient and its function in the body. Invite a nurse or dietitian to discuss energy balance and metabolism. Invite a public health representative to discuss nutritional problems. Use Prevention and Let's Live magazines as current resource materials.	

LEVEL II. Foods and Nutrition

CONCEPT II. Nutrition for Optimum Health

A. Digestion and Absorption

GENERALIZATION: The knowledge of digestion and absorption processes is necessary for an understanding of personal growth and development.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Trace the digestive processes of foods nutrients. Analyze the ways each nutrient is being digested.	Show some charts and posters of the stages of digestion. Discuss digestion of food and how it travels through the digestive system. Discuss how attractive and appetizing food served in a peaceful environment can assist the digestive process. Use handouts to illustrate the digestive process making sure the students are aware of digestive problems. Ask each student to make a drawing of the digestive system and summarize how each nutrient is being digested. Show available films or filmstrips pertaining to digestion.	
Learn how food nutrients are absorbed into the bloodstream.	Make posters showing how food is being absorbed after digestion. Have students look up terms (amino acids, fatty acids, glycerol, and glucose) and discuss these terms in relation to digestion and absorption. Invite a nurse or dietitian to discuss energy balance and basal metabolism. How is it determined? Why is it important?	

LEVEL II. Foods and Nutrition

CONCEPT II. Nutrition for Optimum Health

B. Deficiencies

GENERALIZATION : An understanding of diseases caused by nutritional deficiencies is basic to good health and general well being.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn about nutritional deficiences. Identify symptoms of deficiencies.	Show pictures or posters of malnourished people. Invite a resource person to talk about problems caused by nutritional deficiencies and how to prevent such problems. View available films on diseases known to be caused by poor nutrition. Make bulletin boards showing diseases caused by nutritional deficiencies. Visit a dental clinic or invite a dentist to talk to the class.	
Learn to vary the diet to meet special nutritional needs.	Suggest changes that could be made to improve diets. Plan meals for people who wish to gain/lose weight. Read resource texts and current magazine articles about nutritional problems. Discuss signs and symptoms of nutritional problems. Discuss nutritional problems common in tropical areas.	

LEVEL II. Foods and Nutrition

CONCEPT II. Nutrition for Optimum Health

C. Food Allergies 1. Additives

GENERALIZATION : The use of food additives for commercial food preparation is a recent phenomenon which is not conducive to optimum nutrition and may be detrimental to the individual using the product.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify food additives. Define additives. Recognize that the use of food additives is detrimental to healthful living and longevity.	Use product labels and packages to identify food additives (sodium caseinate, mono and diglycerides, artificial colors, BHA, BHT, TBHQ, artificial flavors, monosodium glutamate, etc.) Discuss the recent use of food additives in commercial food preparation. Invite the chemistry teacher to talk to the class about chemical food additives. Discuss the work of Dr. Feingold and his research regarding the use of food additives affecting children. (Prevention, Let's Live, recent newspaper and magazine articles, and Dr. Feingold's books contain information about the latest research findings.) Discuss hyperactivity and its possible causes.	

LEVEL II. Foods and Nutrition

CONCEPT II. Nutrition for Optimum Health

C. Food Allergies 2. Natural Allergens

GENERALIZATION: The realization that food allergies are usually individual problems which may affect persons at various times throughout life is necessary for an understanding of nutrition for good health.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify symptoms of possible food allergies. Recognize that food allergies are individual in nature. Realize that almost anything could cause an allergic reaction to someone, somewhere. Review ways to prevent allergic reactions.	Discuss the definition of the word allergy and its meaning in relation to individual well being. Use charts or posters to show how substances gain access to the bloodstream. List and discuss symptoms of allergic reactions. Encourage students to think about possible allergies in their families. Use Prevention and Let's Live magazines as well as Let's Get Well, by Adelle Davis, as resource materials. Invite a doctor or nutritionist or home economist to visit the class and discuss allergens. Discuss stress and how it relates to disease or allergies. Relate the use of vitamin C to allergies and symptom relief. Discuss emotional problems and their relation to allergies.	

LEVEL II. Foods and Nutrition

CONCEPT III. Care and Use of Appliances

A. Small

GENERALIZATION : The use and care of small appliances contribute to efficient kitchen management.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn to care for small appliances. Learn to use small appliances. Learn to be self-confident in the use of small appliances. Promote safety when using electrical appliances. Realize the differences in guarantees and warranties.	List the small appliances which are available for use in the home kitchen and the functions of each. Make a bulletin board with pictures of small appliances. Demonstrate how to use and clean small appliances. Discuss storage of small appliances. Discuss safety precautions concerning small appliances. Invite electronics teacher to demonstrate ways of repairing cords and plugs. Read any available literature on operating manuals for small appliances and discuss the information. Collect recipes from magazines showing the many uses of small appliances. Try some of them. Experiment by using appliances in new ways. Bake a cake in an electric skillet. Boil eggs in a coffee pot. Make soup in a coffee pot. Pop corn in a wok.	

LEVEL II. Foods and Nutrition

CONCEPT III. Care and Use of Appliances

B. Major

GENERALIZATION: The use and care of major appliances contributes to not only efficient kitchen management, but nutritional well being of the family.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn to use major appliances safely.	List major appliances which are available for use in the kitchen.	
Learn to care for major appliances properly for longer appliance life and more satisfaction in their use.	Demonstrate the use and care of major appliances.	
	Discuss dangers of misuse and demonstrate proper safety precautions.	
	Read and discuss instruction manuals for major appliances.	
Develop an awareness of the use and scarcity of natural resources.	Discuss the use of soaps and cleaning materials in relation to major appliances.	
Consider the conservation of our natural resources.	Discuss the meaning of guarantees and warranties in relation to appliances.	
Compare energy resources.	Evaluate cost of using various major appliances: refrigerators, water heaters, ranges, clothes washers and dryers, air conditioners, etc.	
Cite ways to conserve energy.	Compare electrical, solar, atomic, coal, gas, and thermal energy sources by listing advantages and disadvantages of each.	
	Make a list for the bulletin board on ways to conserve energy use.	

LEVEL II. Foods and Nutrition

CONCEPT IV. Selection and Purchase of Food

A. Selection of Fresh Foods

GENERALIZATION: The use of fresh foods is essential for optimum nutrition and healthful living.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify fresh foods. Contrast the nutritional value of fresh foods to processed foods.	Discuss the importance of selecting fresh foods. Make a bulletin board illustrating fresh foods. Take a field trip to different farmer's markets. Arrange a display of fresh fruits and vegetables. Have students make a list of all the fresh foods grown in their area. Prepare and serve some fresh fruits and vegetables.	

LEVEL II. Foods and Nutrition

CONCEPT IV. Selection and Purchase of Food

B. Product Comparison

GENERALIZATION: The ability to compare products and evaluate advertising claims is beneficial to the individual not only nutritionally, but economically.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Develop an ability to compare food products. Evaluate advertising claims. Define processed foods. Conclude that the best buys, nutritionally, may cost less money. Define junk food. Learn to avoid "empty calories."	Visit a store to look at the variety of items sold Discuss advantages of product comparison. Demonstrate cost comparison and have students compute cost per unit on two similar items. Discuss product comparison in relation to nutritional value. Have the students examine the quality of 2 given food products and compare brand name items with lower cost items. Make a price list of best buys of foods often purchased. Make a list of best buys, nutritionally. Compare the two lists, above, and analyze health implications.	

LEVEL II. Foods and Nutrition

CONCEPT IV. Selection and Purchase of Food

C. Food Habits and Behavior Patterns

GENERALIZATION: Food habits and behavior patterns are developed as the result of physiological and psychological needs.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize that food habits and behavior patterns may be changed, although resistance to change may be strong. List the many factors which influence the selection and purchase of foods. Associate food behavior patterns with emotional behavior.	Discuss why some foods are liked and others disliked. Have the students describe the family mealtimes and evaluate their feelings in relation to this. Discuss reasons for changing food habits. Make a picture collection of people expressing emotion through food and assemble into a collage poster or bulletin board. Show available films or filmstrips pertinent to food habits and behavioral patterns.	

LEVEL II. Foods and Nutrition

CONCEPT IV. Selection and Purchase of Food

D. Marketing

GENERALIZATION: Careful marketing promotes not only better nutrition, but wise money management.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Associate money management with nutritional well-being of the family. Develop the ability to make wise choices when purchasing food. Recognize that consumers determine marketing practices, prices, and quality of food in the market.	Prepare a list of foods which are high in cost but contain little nutritional value. Have students regularly check prices on particular items in various stores and keep a record of this on large charts according to stores. List important qualities to look for in buying food. Discuss budgeting of time and finances in relation to the selection, purchase, and preparation of food. Make a bulletin board of food advertisement claims showing clipped advertisement. Discuss these advertising claims. Invite a resource person from the grocery business, retail or wholesale, to talk to the class. Discuss impulse buying. Learn about package design and arrangement of packages on store shelves to promote increased buying.	

LEVEL II. Foods and Nutrition

CONCEPT V. Food Preparation

A. Reading Recipes

GENERALIZATION A. Recipes are the foundation of food preparation.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn to read and use recipes. Associate accurate measurement with success of the final product. Recognize abbreviations and terms when using written recipes.	Use the section on "Know Your Ingredients" from Joy of Cooking as a resource. Set up a display of utensils used during the preparation of a recipe. Demonstrate the use of measuring equipment showing dry, moist, and fatty measurement procedures. Write a simple recipe on the chalkboard and discuss each item in the order of their use. Have students collect recipes from various sources and share them with the class. Discuss terms and vocabulary used in recipes. Design a bulletin board illustrating prepared foods and their recipes. Have students prepare and keep a recipe notebook. Demonstrate ways of keeping written recipes.	

LEVEL II. Foods and Nutrition

CONCEPT V. Food Preparation

B. Methods 1. Oven Cookery

GENERALIZATION: Oven cookery is a versatile method of food preparation encompassing a wide variety of foods.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn to use an oven for baking foods. Recognize the versatility and time saving features of using the oven for food preparation.	Visit a bakery. Discuss leavening agents and their use. Have the students list foods which may be prepared in an oven. Prepare a simple cake or cupcakes. Discuss yeast breads and terms used in their preparation. Arrange pictures of yeast breads on a bulletin board. Prepare yeast breads in a variety of forms. Use local foods in the preparation of oven baked products: yams, bread fruit, fish, banana bread, etc. Discuss ways in which fruits and vegetables may be baked. Prepare a variety of pie crusts and pies. Have the students research the possibilities of using vegetables in oven preparation. Discuss vegetable dishes which may be baked. Prepare baked dishes using vegetables from recipes the students found in their research.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Define the terms baking, roasting, and broiling and be able to distinguish differences with regard to these terms.	Discuss conservation of energy with relation to oven use. Plan a complete meal using the oven. List foods which may be prepared using broiling as a method of preparation. Discuss safety factors to consider when broiling foods. Prepare broiled fruits. Use broiling as a method for preparing meats (chicken, fish). Discuss roasting of meats. Use Let's Cook It Right by Adelle Davis as a resource. Demonstrate the use of a meat thermometer. Prepare a recipe booklet for oven cookery listing the best recipes tested during the unit on Oven Cookery.	

LEVEL II. Foods and Nutrition

CONCEPT V. Food Preparation

B. Methods 2. Top-of-Range Cooking

GENERALIZATION: Top-of-Range cookery is a commonly used method of food preparation which offers variety and versatility to the menu.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify methods of top-of-range cookery. Recognize the wide variety of food preparation possible through the utilization of top-of-range cookery. Recognize that steamed foods retain nutrients, flavor, and color during cooking.	List and define the terms boil, steam, braise, simmer, and fry. Use Joy of Cooking as a resource book. Discuss moist and dry heats in relation to cooking methods. Demonstrate method of hard-cooking eggs. Set up a display of utensils which may be used on the top of the range. Discuss safety factors related to range cooking. Prepare pasta or noodles. Demonstrate different ways to steam foods using a variety of utensils. Prepare steamed vegetables. Prepare Chinese steamed buns. Demonstrate steaming meats (fish, chicken). Prepare individual steamed plum puddings. Have students list foods which may be prepared using the steam method.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	Discuss safety factors to consider when steaming foods.	
Associate simmering as a cooking method which protects fragile foods and tenderizes tough foods.	Prepare a milk and egg pudding relating this preparation to simmering and bringing to the boiling point.	
	Discuss soup making, demonstrate the preparation of a stock and finally the finished product, a soup or stew.	
Identify braising with meat cookery for the purpose of tenderizing tough or less expensive cuts of meat.	Demonstrate the braising of beef using a Dutch oven with a tight-fitting lid. Add vegetables for color and variety.	
Recognize that frying as a method of cooking is extremely versatile yet may be abused nutritionally in the preparation of foods.	Discuss the versatility of frying as a method of food preparation. Relate this to the retention of nutrients by comparing fat frying to stir frying.	
	Demonstrate stir-frying using vegetables with thin strips of meat.	
	Prepare doughnuts with local foods as part of the ingredients.	
	Discuss fats and oils and the effect heat has upon them.	

LEVEL II. Foods and Nutrition

CONCEPT V. Food Preparation

B. Methods 3. Outdoor Cookery

GENERALIZATION: Outdoor cookery is universal to all cultures and is an integral part of Micronesian family life.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Practice different ways of outdoor cookery.	Have students list the methods their families use for outdoor cooking.	
Be able to build a fire.	Prepare a field trip to a village and ask an expert resource person to demonstrate or prepare a pit (um) for the students.	
	Have students taste food prepared underground and compare it with food prepared in an oven.	
Utilize proper equipment.	Prepare suitable sauces for meats and try out several with a simple grilling procedure.	
	Demonstrate foil cookery using meats and vegetables.	
Develop skills in barbecuing, roasting, smoke cooking and underground (um or pit) cooking.	Plan a class party with the entire menu being prepared in the fire.	
	Prepare breads or cakes using an outdoor fire.	

LEVEL II. Foods and Nutrition

CONCEPT V. Food Preparation

B. Methods 4. Preparation of Raw Foods

GENERALIZATION : Raw foods add nutritive value as well as variety to the daily diet.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Associate nutritional benefits with the use of raw foods in the diet.	Have the students list foods which are eaten in a raw state. Also have them list foods which could be combined to make a food product. Visit a grocery or farmer's market to view fresh produce. Discuss local foods which are eaten raw. Review selection of fresh foods. Demonstrate handling and storage of raw foods. Prepare a simple vegetable salad using foods obtainable locally. Encourage students to consider unusual combinations or to use foods which cross cultural food customs. Prepare a fruit salad. Discuss and demonstrate the pleasing arrangement of fruit or vegetable platters. Prepare suitable dressings for fruits or vegetables. Discuss the use of nuts, seeds, and whole grains in the diet. Prepare a simple granola cereal.	Sunset Salad Book, Lane Books, Menlo Park, Calif. 1966. Tobe, John H. No Cook Book, St. Catherines, Ontario, 1973.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize nutritional values of snack foods	Discuss and prepare a display of foods suitable for snacks. Stress nutritional considerations. Have students compare foods they presently consume as snacks with those introduced in class. Prepare a bulletin board illustrating nutritious foods vs. junk foods. Prepare a demonstration of sprouting seeds and introduce students to their use in the diet.	

LEVEL II. Foods and Nutrition

CONCEPT VI. Local Food Cookery

A. Using Local Foods

GENERALIZATION: Local foods should constitute the major portion of the students diet and therefore are of extreme importance in maintaining optimum health.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify methods of preparing local foods.	Discuss and stress sanitation and refrigeration with regard to the preparation of local foods. Invite a resource person to demonstrate the preparation of a local dish. Have students list foods used most often in their homes and the methods of preparation for these foods. Discuss nutritional values of local foods. Discuss local methods of cooking and compare these with Western or Oriental methods. Plan and prepare new recipes using local foods.	

LEVEL II. Foods and Nutrition

CONCEPT VI. Local Food Cookery

B. Writing Recipes

GENERALIZATION: The writing and recording of local recipes preserves ancestral customs and traditions

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Transpose local cooking methods into written form for the purpose of preservation of those methods.	Invite a resource person to demonstrate the preparation of a local dish and record on the chalkboard each ingredient and methods used as the demonstration progresses. Have students collect five recipes that are being used at home and record them in written form.	
Formulate recipes of local food cookery.	Prepare several recipes the students have collected proofing them for accuracy both in written form and the finished product. Print a booklet of the recipes researched by the class.	

LEVEL II. Foods and Nutrition

CONCEPT VII. Etiquette and Entertaining

A. Table Setting

GENERALIZATION: Pleasant table appointments set the mood for gracious dining

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Arrange table settings for formal and informal meals. Practice good table manners.	Use charts to illustrate directions on the placement of flatware and chinaware. Practice setting the table in the classroom. Visit a store that sells chinaware and flatware. Prepare a bulletin board displaying pictures from magazines of attractive and correct table arrangements. Discuss factors which constitute proper etiquette. Plan a small party and have students arrange the table. Plan a luncheon trip to a restaurant and discuss the trip upon return to the class. Discuss formal, informal and buffet type meals. Plan table settings for special occasions: birthday, Christmas, 4th of July, special local holidays, etc.	

LEVEL II. Foods and Nutrition

CONCEPT VII. Etiquette and Entertaining

B. Decoration

GENERALIZATION: Table decorations add personality and charm to the meal.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Develop skill in arranging flowers for the table.	Arrange a display of containers for flower arrangements and discuss those suitable for the table. Demonstrate the choice, arrangement and placement of flowers on the table. Invite a resource person to demonstrate flower arrangement.	Use Better Homes and Gardens Flower Arranging book as a resource.
Determine decorations and accessories needed for a family meal, a special meal or party.	Arrange a bulletin board displaying pictures of pleasing flower arrangements on tables. Have students design and make placecards for a special party. Decorate a room in preparation for a party. Examine items other than flowers which might be used for table decorations.	

LEVEL II. Foods and Nutrition

CONCEPT VII. Etiquette and Entertaining

C. Serving

GENERALIZATION: Food properly served creates a pleasant atmosphere for family and guests.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Practice proper ways of serving food with regard to possible application later in the food industry.	Discuss methods of serving foods and demonstrate these in class. Have students practice serving a simple meal to their classmates. Invite a resource person from food service (restaurant) to talk to the class concerning the serving of food to guests. Plan a faculty dinner served by the students. View any available films or filmstrips regarding the serving of food.	Refer to Joy of Cooking as resource material for proper methods of serving food.

LEVEL II. Foods and Nutrition

CONCEPT VII. Etiquette and Entertaining

D. Hosting

GENERALIZATION: When entertaining, a host or hostess plays an important role in making guests feel welcome and at ease.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Apply principles of etiquette in becoming a good host or hostess.	Discuss ways to entertain guests. Invite a resource person to discuss hosting as related to the food industry (a host or hostess in a restaurant or nightclub). Plan a tea and have students serve as hosts or hostesses. Have students reflect on parties for special occasions they have attended and list good and bad things about the event. Discuss ways in which a host or hostess can be observant and receptive to the needs of their guests.	

LEVEL II. Foods and Nutrition

CONCEPT VIII. Related Occupations

GENERALIZATION: The study of Home Economics related occupations gives the student an overview of employment opportunities.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify opportunities for employment in Home Economics related areas.	Have students conduct a survey to determine job opportunities for women or men in the local area, other districts, the U.S. and Guam. Invite resource people to talk to the class about his or her area of expertise.	
Recognize job skills needed for employment.	Visit job areas and talk to people on the job--observe the duties these people perform. Report back to class. Discuss the skills needed for specific jobs. See Appendix for listing of jobs in Foods and Nutrition. List and discuss personal characteristics needed to obtain and maintain jobs, such as: mastery of a skill level, promptness, cleanliness, courtesy, good health, neatness, dependability, ability to get along with others, honesty, and a pleasing personality.	

LEVEL III: FOODS AND NUTRITION

Conceptual Framework

I. Review of Foods for Good Health
   - A. Importance
   - B. Selection
   - C. Habits

II. Nutrition During Pregnancy and Lactation
   - A. Pregnancy
   - B. Lactation

III. Nutrition for Infants and Children
   - A. Infant Feeding
   - B. Children's Food Requirements

IV. Nutrition for Teenagers, Adults and Senior Citizens
   - A. Teen Years
   - B. Adults
   - C. Senior Citizens

V. Food Preservation
   - A. Canning
   - B. Drying
   - C. Salting
   - D. Freezing
   - E. Pickling
   - F. Preserving

VI. Food Preparation/Meal Management
   - A. Family Meals
     1. Budgeting

2. Menu Planning

3. Marketing

4. Preparation

VII. Related Occupations

A. Entry Level

B. Skilled

C. Semi-professional and Professional

VIII. International Food Cookery

A. Cultural Foods

B. Food for Special Occasions

LEVEL III. Foods and Nutrition

CONCEPT I. Review of Foods for Good Health

A. Importance

GENERALIZATION: Knowledge of nutrients needed by the body and their availability in foods aids in developing and evaluating adequate food habits.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Comprehend some of the basic concepts of nutrition as they pertain to the development and maintenance of optimum health.	Examine food pictures or cutouts separating the foods into three categories. Associate the categories with the Basic Four Groups by studying the breakdown. Identify what nutrients are supplied within each group and how many food servings are required from each group for a daily well-balanced diet.	
Analyze the relationships of diet and growth, development, appearance and performance.	Compare ways in which the body and the nutrients are like an automobile engine and its use of gasoline, oil, and water.	
Acquire an attitude that good nutrition is related to good health.	Prepare a bulletin board comparing the nutritive value of a candy bar and cola drink with a more nutritious snack.	
Understand that nutritional needs vary with individuals according to sex, body build, and general health.	Prepare and complete a crossword puzzle on nutrition.	
	Select food that would contribute to a nutritious lunch. Justify your choices, and estimate the cost.	
	Recall the food you have eaten for the past twenty-four hours. Evaluate this intake according to the recommended number of servings in the three food groups.	
	View available films on foods for good health.	

LEVEL III. Foods and Nutrition

CONCEPT I. Review of Foods for Good Health

B. Selection

GENERALIZATION: Instinct is not a reliable guide for food choices; how to select an adequate diet needs to be learned.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn to spend food money wisely and economically	Use handouts and review meal planning principles. List and discuss ways of shopping for foods. Visit local stores and supermarkets. Compare prices of food commodities. Learn to read labels. Invite a resource person to talk to the class on food quality and grade. Visit local stores and supermarkets and identify different grades, quality, and values. Show a film concerning the selection of foods. Make a poster showing examples of different foods with good quality, grade, and values. Ask students to pick each kind of fruit or vegetable and explain to the class the value and quality.	

LEVEL III. Foods and Nutrition

CONCEPT I. Review of Foods for Good Health

C. Habits

GENERALIZATION: Food habits play a variety of roles in the lives of individuals.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To learn and appreciate the values of nutrients in our daily diet.	Discuss the factors that determine food habits. Discuss how food habits can be changed. View a film showing the effects of nutritional deficiencies. Make a trip to a dental clinic. Keep records of foods eaten and figure the calorie content. Compare weights with the average given for height and weight.	

LEVEL III. Foods and Nutrition

CONCEPT II. Nutrition During Pregnancy and Lactation

A. Pregnancy

GENERALIZATION: All life requires certain food nutrients for normal growth and development, therefore, the nutritional status of the mother is not only important at the onset and during pregnancy but long before conception.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Analyze nutrient requirements of pregnancy.	Read and discuss the handout on reasons for optimum nutrition before and during pregnancy.	
State optimum nutrition prior to pregnancy.	Make posters about food nutrients essential for a successful pregnancy.	
Identify the foods and the quantity of each, recommended for inclusion in the daily diet of the mother-to-be.	Plan a simple menu for one day; a menu for seven days.	
	Show a film on the development of the fetus.	
	Discuss how the fetus is affected by the food the mother consumes.	
Note several pregnancy complications involving diet.	Discuss food beliefs and/or superstitions.	
	Discuss handouts on the complications of pregnancy involving an inadequate diet. List nutrient requirements for pregnancy and discuss complications resulting from deficiencies.	
Explain the dangers to the mother and infant that may result from nutritional deficiencies of the mother.	Conduct a field trip to a hospital.	
	Ask a public health nurse or doctor to speak to the class.	
Cite possible remedies for complications that occur.	Plan menus for optimum health of the mother and fetus.	

LEVEL III. Foods and Nutrition

CONCEPT II. Nutrition During Pregnancy and Lactation

B. Lactation

GENERALIZATION: Proper nutrition is of extreme importance to the lactating mother.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the importance of diet.	Read and discuss handouts on optimum nutrition during lactation.	
Compare the results of optimum nutrition with the results of inadequate nutrition.	Invite a health official as a resource person to speak to the class.	
	View any available films about lactation.	
Explain the physical changes that occur in lactation.	Plan a menu for one day; for seven days.	
	Prepare a simple meal and analyze its nutrient qualities and eye appeal.	
List the nutrients required to provide an adequate milk supply.	Invite someone from La Leche League to speak to the class.	
	Discuss the advantages of breast feeding to mother and baby.	

LEVEL III. Foods and Nutrition

CONCEPT III. Nutrition for Infants and Children

A. Infant Feeding

GENERALIZATION: Meeting the food needs of children involves providing a correct diet and encouraging healthful food habits.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the nutritional needs of infants.	Read and discuss the text, Nutrition in Health and Disease, pp. 139-155 and Nutrition I., pp. 128-135.	
List two methods of infant feeding.	Make posters depicting the advantages of breast and bottle feeding.	
Explain the pros and cons of breast feeding and bottle feeding.	Demonstrate proper preparation of supplementary foods for the infant.	
	Compare, in terms of cost and convenience, the products available for the preparation of formulas for infants.	
Differentiate between terminal sterilization and aseptic sterilization methods.	Discuss digestive disturbances and their prevention.	
	Discuss the importance of prevention of nutritional deficiencies and the results of deficiencies.	
Identify common digestive disturbances of infancy.	Compare the nutritive differences between cow's milk and human milk in terms of number of calories, calcium, and protein.	
Associate problems relating to poor sanitation practices.	Discuss the problems resulting from improper sanitation methods.	
Plan supplementary menus for the infant.	View available films on breast feeding and bottle feeding.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn when and how to introduce solid foods.	Invite a public health official to speak to the class. Prepare a bulletin board that illustrates foods infants would enjoy. Emphasize food available on the island.	

LEVEL III. Foods and Nutrition

CONCEPT III. Nutrition for Infants and Children

B. Children's Food Requirements

GENERALIZATION: Children's nutritional requirements change with age and are greatly increased during illness.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the nutritional needs of children.	Read text Experiences With Food, pp. 272-279. Have a class discussion on the nutritional requirements of young children. Explain why children's meals should be served at regular times. Make suggestions for managing a child who refuses to eat a meal. List the food allowances for the child from two to five. Analyze the reasons children sometimes refuse to eat. Arrange for keeping the young child's mealtimes peaceful and happy. List ways to help children enjoy their meals. Observe children eating a meal. List foods the children enjoy most and their food habits. Discuss the merits and demerits of feeding children by "self-regulation." Discuss the results of learning proper eating habits.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	Plan physical facilities for making a child comfortable at mealtime. Plan ways to encourage children to eat new foods. View any films or filmstrips available on the food eating habits of children. Review the nutritional requirements of the average healthy child; of the child with health problems. Plan menus that meet the RDA for children. Plan a days meals for a one year old, a two year old, a six year old, and a ten year old. Analyze these in regard to the RDA for children of those ages. Prepare and analyze meals planned for children at various ages: healthy and during illness.	

LEVEL III. Foods and Nutrition

CONCEPT IV. Nutrition for Teenagers, Adults and Senior Citizens

A. Teen Years

GENERALIZATION: Good diet patterns have positive effects on teenager's physical appearance, attitude and behavior.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the nutritional requirements for teen years. Recognize the food habits of teen years. Recognize teenager's nutritional problems.	Discuss the physical changes of the body during the teen years and the importance of proper diet. Discuss the statement "Nutrition cannot be examined in isolation; the total person must be considered." Encourage class discussion on nutritional habits; their effects on friends, home, and culture. Show any available media materials on food habits of teenagers. Define and discuss junk foods. Ask students to record what they eat within a week's period and evaluate what they considered as junk foods. Discuss poor complexion and nutritional habits of teenagers. Write preventive measures on the following: acne, pimples, skin rashes.	

LEVEL III. Foods and Nutrition

CONCEPT IV. Nutrition for Teenagers, Adults and Senior Citizens

B. Adults

GENERALIZATION: The adult food needs vary and are affected by the activities of age, sex, state of health and metabolism.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the nutritional needs of adults. Learn the food habits of adults. Recognize adult nutritional problems.	Discuss the physical make-up of the body and its relation to proper diet and good health. Discuss the various types of activities of an adult and the amount of food the body requires for that particular activity. Prepare a chart that shows the adult age and the amount of calories required daily for both male and female. Consider an "eat occasion." What foods would you plan for an adult couple, male and female, for a day? Discuss the general factors that affect the nutritional needs and eating habits of adults. Make posters showing bad and good food habits of adults. Most employees have a coffee break about nine or ten o'clock in the morning. Discuss the pros and cons of the coffee break: a. Do employees use this time for their breakfast? b. Would a "breakfast break" be a better substitute?	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	Prepare samples of meals, purposely leaving out important nutrients in each meal. Discuss: a. What is lacking in the meal. b. The type of activity the person does who should eat the meal. c. How can the meal be improved? d. What deficiencies can arise if the meal is to be continually prepared the same way? Discuss the overweight problem common in adults. Invite a resource person to talk about diabetes and high blood pressure in its relationship to adult diets.	

LEVEL III. Foods and Nutrition

CONCEPT IV. Nutrition for Teenagers, Adults and Senior Citizens

C. Senior Citizens

GENERALIZATION: An improved diet pattern for senior citizens can help with some physical, emotional and social change that accompanies aging.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Learn about the food habits of the older age group.	Discuss the eating habits of the older person. Include the following subjects: food likes and dislikes, spicy foods, and activities of an older person.	
Recognize food requirements of senior citizens.	Visit an aging program center. Discuss eating habits and problems with them.	
	Discuss the merits of this statement; "Good nutrition will aid in the preservation of youth-like qualities."	
Comprehend the psychological changes of the aging.	Discuss how the physical body of the senior citizen utilizes the nutrients in the foods he/she consumes	
	Plan a sample menu for one week for an older person.	
Evaluate the nutritional problems of older people and learn how to alleviate them.	Prepare a bulletin board displaying the tables of the nutritional daily requirement of an old person.	
	Discuss the psychological changes an older person experiences in these areas: a. Attitude toward himself and others. b. Transition to old age may be compared with transition from teenage to adulthood. c. Old age is a second childhood. d. A feeling of worth as a contributing member of a society who partakes in interesting activities.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	If an older person is living in your home, state the daily problems that are evident and explain how to cope with them. Invite a nutritionist or dietitian to give a talk on common problems associated with the older persons diet and how to solve them. Visit a hospital to observe the type of problems older people suffer from poor diet patterns. Discuss various deficiency diseases in the older age groups and how they could have been prevented.	

LEVEL III. Foods and Nutrition

CONCEPT V. Food Preservation

A. Canning

GENERALIZATION: Foods can be safely preserved by canning if proper methods are used.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Be able to preserve foods by canning. Identify food spoilage in canned goods.	Read and discuss handouts on food preservation. State the importance of food preservation. Ask questions concerning the scientific principles of food preservation by canning. Describe the procedures in canning foods. Discuss the preparation of foods for canning: fruits, vegetables and meats. Use available cookbooks/pamphlets for information on canning methods. Consider the equipment to be used in canning foods. Demonstrate canning procedures. Choose a local food in plentiful supply. Discuss proper ways of sealing, labeling and storing canned foods. Have the class preserve some local foods using suitable methods for each food.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	Experiment by observing the growth of molds, yeasts, and bacteria. Visit a food processing plant or invite a resourse person to further explain principles of food preservation--canning method. View any available films on the canning method. Collect recipes for preserving foods.	

LEVEL III. Foods and Nutrition

CONCEPT V. Food Preservation

B. Drying

GENERALIZATION: The drying of foods is a practical and economical method of preservation.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Be able to preserve foods by drying.	Read text Joy of Cooking, pp. 816-818 and discuss the principles of food preservation through the drying method. Explain the procedures for drying foods. Identify causes of food spoilage when using the drying method of preservation. Discuss the preservation of fruits, vegetables, and meats. Consider the kinds of foods to be used in drying. Evaluate the type of equipment used in drying food. Demonstrate the preparation of a variety of local foods that can be dried successfully. Evaluate nutrients lost and retained by drying. Collect ideas from magazines. Make a file of recipes suitable for drying. Obtain and view any films available.	

LEVEL III. Foods and Nutrition

CONCEPT V. Food Preservation

C. Salting

GENERALIZATION: The preservation of food by salting is a method used by our ancestors and can be successfully used today.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Be able to preserve foods by salting.	Read and discuss the text Joy of Cooking, pp. 814-816. Encourage class discussion of the salting method. discuss cost, ease, and taste. State the procedures used in food preservation by salting. Evaluate equipment used. Prepare a demonstration of salting fruits, vegetables, and meats. Identify possible food spoilage. Let students participate. Analyze the results. Caution against excessive salt in the diet. Collect recipes for salting foods.	

LEVEL III. Foods and Nutrition

CONCEPT V. Food Preservation

D. Freezing

GENERALIZATION: Almost any food can be successfully stored in the freezer when proper procedures are used.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Be able to preserve foods by freezing.	Read and discuss the text Joy of Cooking, pp. 819-825 and Experiences With Food, pp. 303-304. Discuss the procedures used in food preservation by freezing. Identify foods suitable for freezing. Evaluate the type of equipment and materials commonly used. Demonstrate ways of packing, wrapping, sealing, and labeling frozen foods. Prepare a variety of cooked and uncooked fruits, vegetables, and meats for freezing. Cook foods from the freezer. Analyze the results: taste, appearance, and nutrients. Discuss "freezer burn." (the drying out of food from improper packing).	

LEVEL III. Foods and Nutrition

CONCEPT V. Food Preservation

E. Pickling

GENERALIZATION: A variety of foods can be preserved by pickling.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Be able to preserve foods by pickling.	Read text Experiences With Food, pp. 308-309. List the procedures used in preserving food by means of pickling. Discuss and respond to questions concerning preservation by pickling, including containers needed and storage conditions. Consider the characteristics one should look for when choosing fruits or vegetables to be pickled. Demonstrate the preparation of locally grown fruits or vegetables for pickling. Taste and evaluate. Prepare pickled foods: one sweet and sour, and one salty and sour. Plan for several kinds of pickles to be used in family meals.	

LEVEL III. Foods and Nutrition

CONCEPT V. Food Preservation

F. Preserving

GENERALIZATION: Preserving fruit by making it into jam and jelly is a good way of using a surplus of fresh fruits.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Be able to preserve foods.	Read and discuss the text Experiences With Food. View any available films for making preserves. Discuss the process for making jellies, jams, and preserves. Consider the characteristics of fruits to be used in making jellies. Outline the steps for making fruit jelly. Note the factors governing the choice of containers for making preserves. Discuss principles, equipment needed, storage and use. Invite a resource person to further explain the principles of preserving food. Prepare a variety of preserves to be used in family meals.	

LEVEL III. Foods and Nutrition

CONCEPT VI. Food Preparation/Meal Management

A. Family Meals 1. Budgeting

GENERALIZATION: A consumer who recognizes the factors which influence food buying may make better choices.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Explain the importance of budgeting.	Read text Meal Management, pp. 254-311, and Experiences With Food, pp. 114-120.	
	Define budgeting.	
	List factors affecting budget.	
Relate advantages of families who plan their food expenditures.	Have a class discussion on budgeting; advantages and disadvantages of planning expenitures, how to plan amount needed for optimum nutrition.	
	Compare different plans of spending.	
Analyze the purchasing habits of individual families.	List five ways to stretch the food dollars.	
	Plan a week's food budget for a low-income family.	
	Write out a week's food budget for a middle income family.	
	Determine the amount a family needs to spend for food.	
	Discuss ways to stretch food dollars and still retain a nutritious diet suitable for all members of the family.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES

Observe consumers in a market. Make a comparison chart to illustrate factors that influence the cost of food.

Factors influencing cost of food	Cost	Cost per serving

Check newspaper ads for sale items. Compare the cost of an average market basket from two or three different markets.

Create an advertisement for a product through a slogan, label, poster, ad.

LEVEL III. Foods and Nutrition

CONCEPT VI. Food Preparation/Meal Management

A. Family Meals 2. Menu Planning

GENERALIZATION: Planned meals can be well-balanced, attractive and economical.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Apply skills and knowledge in planning nutritious menus. Encourage the use of shopping lists which save time, energy, and money in shopping for and preparing meals. Consider that advanced planning provides for a wider variety of foods used in the diet. Recognize that economical, adequate meals can be achieved through careful planning.	Read text Meal Planning, pp. 223-227. Discuss the importance of meal planning. List several factors that affect planning. Plan menus for a day/week achieving the goal of adequate nutrition. Prepare one of the meals. Plan a menu for a family lunch, a luncheon for a ten year old's birthday party, and a special holiday meal. Collect and make posters and booklets of favorite menus.	

LEVEL III. Foods and Nutrition

CONCEPT VI. Food Preparation/Meal Management

A. Family Meals 3. Marketing

GENERALIZATION: Being informed aids the consumer in making wise choices of food, food services and related food equipment.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Associate the relationships between budgeting, meal planning and marketing. Explain the principal of "Law of Supply and Demand."	Read text Teen Guide to Homemaking, pp. 375-390. Define marketing. State factors that affect marketing practices by families. Encourage class discussion on marketing practices. Discuss factors which influence the purchase of food products. Give several factors affecting food costs. Interview elderly people about changes they have seen in food marketing procedures since they were of teen age. Report to class. Compile a list of changes. Make a list of food which varies considerably in price from store to store. Plan a field trip to a grocery store. Note consumer and merchant's reaction. Compare fabricated food and traditional food as to nutritive values, price, etc.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	Bring to class advertisements of foods and write, and act out in class, a skit illustrating how advertising may influence people to shop at a particular grocery. Plan role-play situations: one showing a disorganized shopper and one showing an organized shopper. Plan role-play situations illustrating both courtesy and thoughtfulness in grocery shopping. Write a consumer code of behavior. Plan bulletin boards with the following captions: Make a Spending Plan Make a Market List Compare Prices and Quality Read Labels Discuss federal, state, and local agencies and their responsibilities to the consumer.	

LEVEL III. Foods and Nutrition

CONCEPT VI. Food Preparation/Meal Management

A. Family Meals 4. Preparation

GENERALIZATION: Preparing food that is nutritious, attractive and palatable contributes to optimum satisfaction and health of the family.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To learn food preparation.	Read and discuss handouts on food preparation.	
	Identify methods of food preparation through pictures.	
	Demonstrate three ways of food preparation through groups. Evaluate in terms of nutritional value, time, cost and energy.	
Understand the different kinds of serving.	Discuss ways of serving. Consider the importance of food hygiene.	
	Demonstrate ways of serving. Evaluate in terms of time, cost, and energy.	
	Obtain and view available films on food preparation and ways of serving.	

LEVEL III. Foods and Nutrition

CONCEPT VII. Related Occupations

B. Skilled

GENERALIZATION: Time and energy spent in developing employment skills will be a good investment for the future.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Describe the education and training requirements for various skilled jobs in Foods and Nutrition related occupations.	Play "Match Game" to help identify positions requiring skills above the entry-level positions in Foods and Nutrition. Show any available media materials about various skilled jobs.	
Consider the responsibilities associated with skilled jobs in Foods and Nutrition.	Discuss the responsibilities required of skilled positions by conducting a panel discussion of employees from different sectors in the community. Have resource persons from various skilled jobs as class speakers. Discuss education, interest, experience, salary scale, and number of positions available locally.	
Identify the personal qualities that contribute to predictable success in the world of work.	Discuss how much educational background is required by each of the skilled positions. Discuss the amount of training and experience required. List the personal qualities desired in a working companion on the chalkboard. Practice applying for a job. Practice interviews.	

LEVEL III. Foods and Nutrition

CONCEPT VII. Related Occupations

A. Entry Level

GENERALIZATION: Entry level positions in foods and nutrition require basic skills, knowledge and some experience.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Name entry level jobs in foods and nutrition for which teenagers qualify.	Give examples of people you know who are involved in a specific foods and nutrition career and discuss their job requirements. Show available films of jobs suitable for teenagers.	
Analyze industry.	Evaluate entry-level jobs in foods and nutrition by using the Occupational Handbook and other available resources. Identify various entry-level jobs and responsibilities related to foods and nutrition for which teenagers may be qualified, by taking field trips. Interview people on the job and report back to class, or ask a resource person to talk to the class. Examine the skills and responsibilities required of entry-level jobs by having resource persons as speakers.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	Identify personal qualifications that are important in obtaining and keeping a job by inviting an employer to discuss the importance of: a. Personal Appearance b. Work Habits c. Pleasing Personality d. Attitudes Prepare a bulletin board showing the characteristics of a successful worker.	

LEVEL III. Foods and Nutrition

CONCEPT VII. Related Occupations

C. Semi-Professional and Professional

GENERALIZATION: Progression in the higher level jobs requires many years of education and training and offers greater responsibilities and challenges.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify semi-professional and professional jobs in Foods and Nutrition.	Give examples of people you know whose careers in Foods and Nutrition are classified semi-professional and professional, briefly explain their job responsibilities. List the semi-professional and professional jobs in Foods and Nutrition by using the Occupational Handbook and other resources available on the island.	
Describe responsibilities associated with semi-professional and professional jobs.	Discuss the responsibilities of various semi-professional and professional jobs in Foods and Nutrition by using an overhead projector with printed responsibilities clearly visible to the students. Demonstrate knowledge of job responsibilities by having the students play "What is My Job Game." A job title for a semi-professional and professional job is attached to the back of each student. Students are to guess what job it is. They may ask questions in the following manner: Do I work at a semi-professional job? Do I work with menus? Do I follow recipes? Do I work directly with the public? The student replies only with "Yes" or "No" answers.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Describe the education and training required in the various semi-professional and professional jobs.	Have students locate help wanted ads in magazines and newspapers. Look for semi-professional and professional positions. Briefly have the students discuss their findings. Compile a list of the people locally who hold semi-professional or professional positions in Foods and Nutrition and review the educational and training backgrounds of each person. Invite an individual who holds a semi-professional or professional position in the foods industry to talk about: 1. Qualifications 2. Job Description 3. Salary 4. Job Demands Invite a school counselor to come to class to discuss occupational opportunities in your local area and the type of education and training that is required to fill one of these positions.	
Describe personal qualities which contribute to an effective and productive relationship in the semi-professional and professional positions.	Arrange a tour to various food industries on the island. Students should observe the employees and employers in each place visited. The following should be noted: 1. Personal appearence 2. Work habits 3. Personality 4. Attitudes Students then discuss their observations of the employers' and employees' success.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	Discuss the importance of one's personal qualities in contributing to his or her success in working with others. Prepare a bulletin board display of animal characters with "human" traits: "How Human Are Your Relationships." Make posters titled "Personal Qualities for Success." Paste pictures that correlate with the qualities.	

LEVEL III. Foods and Nutrition

CONCEPT VIII. International Food Cookery

A. Cultural Foods

GENERALIZATION: Familiarity with ethnic food traditions contributes to a more varied diet and better understanding of other cultures.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Appraise the significance of cultural foods as related to our life style.	Discuss historical and cultural aspects of foods. View films on the diet patterns of people in other cultures. Discuss the ways in which foods from foreign countries were brought to our area. Are they now a part of our daily diet? How? Why? Prepare a bulletin board that displays a variety of dishes that are claimed to be part of the local food tradition. Share with the class one's ethnic background, traditions and practices. Interview family elders or resource people from senior citizen's groups.	
Explain the food habits and customs of some ethnic groups.	Discuss the origin of foods such as pizza, chow mein, tacos, spaghetti, rice, beans, corn, tomatoes, yams, etc. Plan an ethnic meal with appropriate table decorations.	

LEVEL III. Foods and Nutrition

CONCEPT VIII. International Food Cookery

B. Food for Special Occasions

GENERALIZATION: Knowledge of different food habits and customs influences harmony within the society.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Study different foods for special occasions.	Show audio visual materials on foods for special occasions from the following countries: 1. United States: Southern, New England, Western, Hawaiian, etc. 2. India 3. Italy 4. Japan 5. China 6. Mexico	
Practice food preparation for special occasions.	Find out why certain foods are used for holidays and festivities. Discuss the kinds of food prepared in various countries on the following occasions: Picnics, Thanksgiving, Christmas, New Year's Day, Weddings, Funerals, Birthdays, and Sporting Events. Assign research work for students on any food served on any special occasion in any country. Report findings to the class. Ask a resource person or teacher to demonstrate several foreign dishes. Ask students to plan and demonstrate a foreign dish. Prepare a buffet luncheon and invite the faculty as guests. Compile an international recipe booklet as a class project.	

APPENDIX

CURRICULUM TERMS AND THEIR MEANINGS

In order to communicate with one another in the development and use of curriculum, we need to know the meanings of commonly accepted terms in educational literature. Although there is not always agreement among authorities, the following definitions have been selected as being consistent with the over-all approaches to curriculum development in the area of Home Economics.

CONCEPT: The basic structure of content areas. Concepts help us to classify or analyze and to a-sociate and combine.

CONCEPTUAL OUTLINE: An outline of the basic structure of the content or subject matter.

GENERALIZATION: A statement which establishes an important idea or universal truth. It may be stated in your own words. Encourage students to form generalizations in their own words after the lesson.

EDUCATIONAL OBJECTIVE: A statement of hoped for behavior (desired learning, expected change) on the part of the learner.

LEARNING EXPERIENCE: An activity in which a student participates for the purpose of learning.

EVALUATION: An activity in which the learner participates for the purpose of providing evidence to himself, the teachers, and others concerning his achievement of a learning objective.

RESOURCE UNIT: A collection of objectives, content, learning, and evaluation experiences with suggested resources designed for teacher use in developing units of study for a particular teaching situation.

TEACHING-LEARNING UNIT: The concepts, generalizations, objectives, learning experiences, evaluations, and suggested resources organized for use in daily teaching.

COGNITIVE LEARNING BEHAVIOR: The intellectual performance of a student with respect to content as the result of learning experiences.

PSYCHOMOTOR LEARNING BEHAVIOR: The motor skills or muscular performance of a student with regard to content as the result of a learning experience.

AFFECTIVE LEARNING BEHAVIOR: The feeling-oriented (dealing with interests, attitudes and values) performance of a student regarding the content as the result of learning experiences.

ACTIVE VERBS USED IN WRITING OBJECTIVES

Apply	To place in contact, to put on, adjust or direct, to put in use, devote to a particular purpose.
Analyze	To separate or resolve into elements or constituent parts, to study the factors of (a situation, problem, or the like) in detail in order to determine the solution or outcome, to separate mentally the parts of a whole so as to reveal their relation to it and to one another.
Arrange	To put in proper order; dispose in the manner intended or best suited for the purpose.
Ask	To request, to invite.
Assemble	To collect into one place or body, to fit together the parts of.
Associate	To connect in thought, as ideas.
Conclude	To come to a termination; to end, to form a final judgment; to reach a decision or agreement.
Collect	To assemble; to accumulate; to gather into one body or place.
Cite	To quote, as by way of authority or proof; to bring forward, as for illustrations.
Contrast	To exhibit noticeable differences when compared or set side by side.
Clarify	To make or become more readily understandable.
Consider	To think on with care, to ponder, to study.
Compare	To examine the character or qualities of, for the purpose of discovering their resemblances or differences.
Consult	To ask advice of; to refer to.
Discuss	To investigate that which is uncertain; to present the various sides of a question; to discourse about, to explain.
Decide	To bring to a decision; to come to a conclusion.
Demonstrate	To point out; portray; to explain or illustrate by use of examples.
Develop	To reveal, disclose; to unfold more completely; to evolve the possibilities of; to promote the growth of; to make more available or usable; to become apparent.
Describe	To represent by words; to give an account of.
Define	To describe, expound or interpret, to explain, hence to determine the precise signification of, to discover and set forth the meaning of.

Determine	To come to a decision concerning, as the result of investigation, reasoning, etc., to obtain definite and first-hand knowledge of as to character, location, quantity, or the like.
Evaluate	To ascertain the value or amount of; to appraise.
Estimate	To fix, esp. roughly, or to calculate approximately as the worth, size, cost; to form an opinion of, gauge; judge.
Emphasize	To give emphasis, to stress.
Encourage	To inspire with courage, spirit, or hope; to animate, hearten, cheer up, to give help to.
Experiment	A trial made to confirm or disprove something doubtful; an operation taken to discover some unknown principle or effect, or to test some suggested truth, or demonstrate some unknown truth.
Examine	To test by an appropriate method; to subject to inquiry or inspection, to investigate; to scrutinize.
Explain	To make plain, to expound; to make plain or intelligible.
Identify	To establish the identity of; to prove the same; to make to be the same; to consider as the same in any relation.
Interpret	To explain or tell the meaning of; translate; elucidate.
Illustrate	To enlighten, to make clear; to explain; as by figures and examples.
Look	To turn, direct, or hold the eyes as for viewing, noticing, or ascertaining; to observe, inspect, examine.
List	A roll or catalog of name of items.
Learn	To gain knowledge or understanding of, or skill in, by study, instruction, investigation, to find out about, to ascertain.
Plan	Method or scheme of action, procedure, or arrangement; project, program, outline or schedule. (Plans always imply mental formation and, sometimes, graphic representation)
Point	(out) The precise thing; to indicate.
Prepare	To make ready; to make or form, esp. by some specified process, as in cooking.
Practice	Actual performance or application of knowledge.
Promote	To contribute to the growth or prosperity of (something in course); to further; to advance.
Note	To notice or observe with care; to observe; heed, to make special mention of.

Notice	To observe, pay attention to.
Observe	To pay attention to, watch; to perceive or notice.
Provide	To supply for use; to look out for in advance; to procure beforehand.
Present	To exhibit or offer to view or notice; to put before a person for acceptance.
Recognize	To acknowledge; to take notice of.
Realize	To make real; to cause to seem real, to acquire as the result of plans and efforts.
Recall	To call back to mind; to recollect; to renew; revive.
Reflect	To throw or turn back the thoughts (upon anything); meditate; contemplate.
Refer	To direct attention; make reference.
Review	To view or see again; to examine again; to look back on; to take a retrospective view of.
Relate	To connect or bring into relation; to establish relationship between; to pertain.
Summarize	To tell in, reduce to, or to make summary; to present briefly.
Stress	To accent; to emphasize.
Show	To present to sight, exhibit, display, to reveal, to make known; to explain something to; to teach; instruct; to direct; conduct.
Study	An application of the mind to books, arts or any subject, for acquiring by one's own efforts, knowledge of a subject. Earnest and reasoned effort, desire, or thought. Mental absorption; profound thought or meditation.
Use	To make use of; to convert to one's service, to avail oneself of; to employ; utilize.
Visualize	To make or become visible, esp. to see or form mental image of.
View	Act of seeing, inspection by the eye; survey.

Levels of Jobs in Food and Nutrition

ENTRY

Waitress
Carhop
Bus boy/girl
Supermarket cashier
Grocery store clerk
Restaurant hostess
Vending machine serviceman
Grocery delivery boy
Baker's assistant
Short order cook
Farmhand
Dishwasher
Packing house worker
Truck driver

SKILLED

Market researcher
Quality control supervisor
Caterer
Cook
4-H leader
Food demonstrator
Food wholesaler
Appliance dealer
Cattle auctioneer
Food package designer
Laboratory assistant
Butcher
Food processor
Poultry farmer
Milk inspector
Tuna fisherman
Crop duster

SEMI-PROFESSIONAL AND PROFESSIONAL

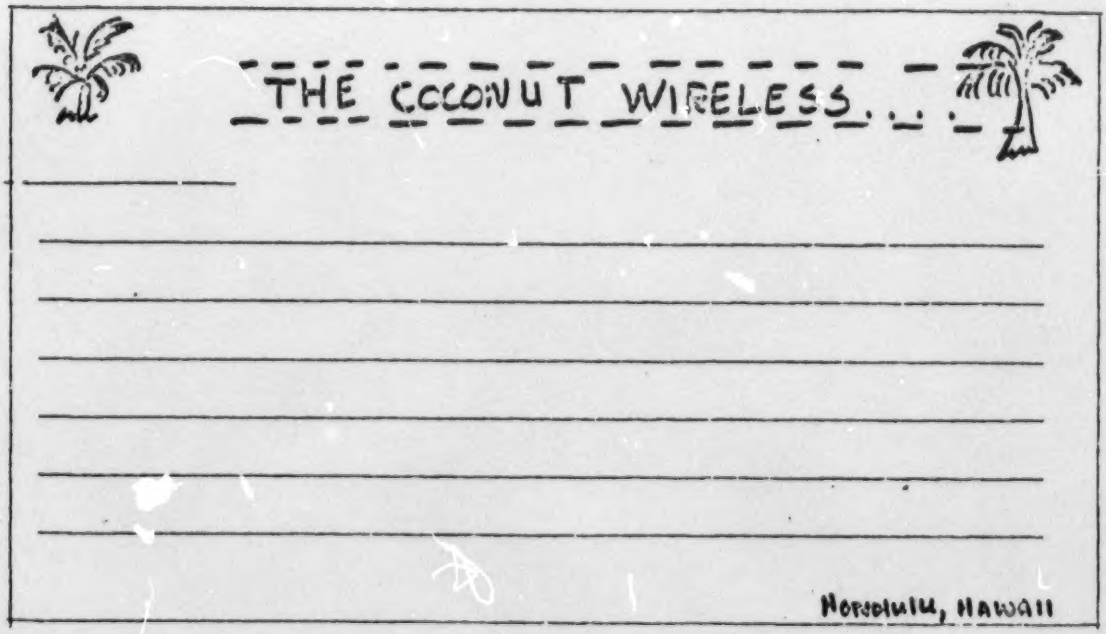
Food service director
Consumer service director
Delicatessen manager
Producer of TV food commercials
Chef
Restaurant manager
Advertising executive
Rancher
Food chemist
Home Economics Teacher
Market analyst
Food editor
Product engineer
Dietitian
Food Photographer
Nutritionist
Soil conservationist
Test kitchen manager

Adapted from Family Meals and Hospitality,
Dora S. Lewis, Macmillan Company,
New York, 1972.

Appendix II-c

Coconut Wireless Telegram

Using not more than 25-30 words, write a telegram to a friend telling him of the responsibilities of a skilled, semi-professional, or professional job you are interested in.



Advance Preparation:

A. Supplies necessary for conducting survey.

1. Tasting

Salt, vinegar, sugar citrus peel, 4 cotton swabs per person, water.

2. Temperature

Warm and cold juice

3. Texture

Cooked and raw onions

4. Touch

Potato chips and cool whip

5. Shape and size

Ingredients to make a salad

6. Color

1 envelope (1 tablespoon) unflavored gelatin, food coloring, custard cups, spoons.

Instructions: (Do not let students do the advanced preparations of this part of the experiment)

1. Make gelatin according to the directions on the package and divide into 5 equal portions.
2. Prepare 4 samples of different colors: red, green blue, clear, and dark brown.
3. Pour each sample into a custard cup and allow to set in the refrigerator.
4. Select a Taste Panel to judge the samples.

B. Prepare learning package for students to use.

USING THE SENSES TO APPRECIATE FLAVOR

SMELL:

The caramel-sweet aroma of apples and spices in the oven means apple pie. Describe the aroma of your favorite dish cooking.

How does temperature affect aroma? Which has a stronger aroma, hot or cold apple pie?

SIGHT:

The color of food has strong association with flavor. Margarine has more appetite appeal when it is colored yellow. Oranges and sweet potatoes are often colored before they are sent to market.

In planning meals, choose foods that make appetizing use of contrast in color.

TOUCH:

Texture contributes to flavor. Crunchiness is part of the appeal of potato chips, popcorn, apples; smoothness is the strong point of ice cream. Yet you wouldn't want a meal that is all crunchy or all smooth.

In planning, contrasts in texture are an important part of building flavor appeal. That's why you serve a dip with potato chips. When most of the foods are soft, add a crisp salad for contrast.

TASTE:

Taste is made up of a combination of elements and endless variations are possible, yet there are only four basic taste sensations: salty, sour, sweet, and bitter.

TASTING

YOU WILL NEED:

salt, vinegar, sugar, citrus peel, 4 cotton swabs.

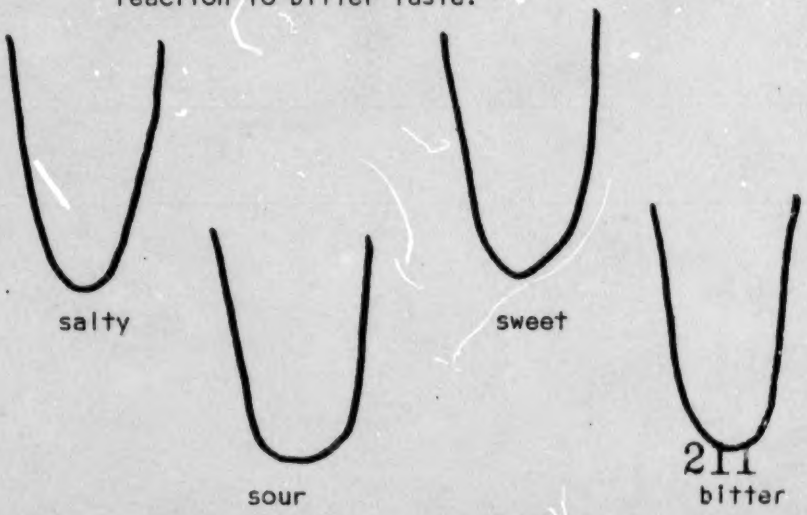
WHAT TO DO:

1. Dampen swab slightly with water and dip into the salt. Touch it to the tip of your tongue. Rinse your mouth with water and touch the swab to the sides of your tongue. Rinse again, touch tongue half way back and at back. Note which areas of the tongue react most sharply to the salty taste.

2. Dip second swab into the vinegar. Using technique above test for tongue reaction to sour taste.

3. Dampen third swab slightly, and dip into the sugar. Using technique above, test for tongue reaction to sweet taste.

4. Rub fourth cotton swab firmly several times on the inner white lining of the citrus peel. Using technique above, test for tongue reaction to bitter taste.



UNIT: The Basic Four Food Groups

OBJECTIVE: Identify selected foods and list them in their proper food groups.

EQUIPMENT: Tables

MATERIALS:

Pencil	Breadfruit	Ice Cream
Paper	Watercress	Pancake
Mango	Taro	Milk
Papaya	Chicken	Cereal

RELATED INFORMATION: Read Food is the Foundation of Health

PROCEDURE:

1. Get a piece of paper and pencil
2. Write your name on the right hand corner.
3. Go to the table that has the food.
4. Look them over
5. Make four columns on your paper.
6. Table the columns with the names of the four food groups.
7. Under each column write the names of the foods that belong to the food group.
8. Check your paper
9. Turn your work in to the instructor
10. Put your pencil back on the instructor's desk.

STANDARD EQUIPMENT AND TOOL LIST

ITEM	QUANTITY
Hand Tools: (Utensils)	4 sets
Cake Pan (Round, Square, Rectangle)	10
Cookie Sheet	4
Cutting Board	4
Dish Pan	4
Dish Rack	4
Dough Cutter, (6" x 3" Blade)	4
Egg Beater	4
Flour Sieve	4
Hand Mixer	4
Knives, (French, Slicer, Boning, Paring, Butcher, and all Purpose)	4 sets
Ladles, 1/3 at., 6 oz,. 4 oz.	4 sets
Measuring Cup, (Dry-2c.,1c.) (Liquid-1c., 3/4 c., 1/2c,1/3c,1/4c)	
Measuring Spoon Set	4 sets
Meat Fork	4
Mixing Bowl Set, 4 qt,2-1/2 qt, 1-1/2 qt.	4 sets
Muffin Pan	10
Pancake Turner	4
Pastry Blender	4
Pastry Brush	4
Rolling Pin	4
Rubber Scraper	4
Spatula	4
Thermometer (meat and all purpose)	2 sets
Utility Spoon	4
Wooden Spoon	4
Can opener	4
Dish Glasses, Silver Ware:	
Glasses	
Beverage Glasses	16
Goblets	16
Juice Glasses	16
Sherbert Glasses	16
Dishes	
Coffee cup and saucer	16
Dinner plate	16
Salad plate	16
soup bowl	16
Silver Ware	
Dinner forks	16
Salad forks	16
Soup spoon	16
Teaspoon	16

STANDARD EQUIPMENT AND TOOL LIST

ITEM	QUANTITY
Linens:	
Table Cloth	4
Place Mats	4
Napkins	16
Picher	4
Salt and Pepper Shaker	4
Trays	4
Tray Stands	4
EQUIPMENT:	
Coffee Urn	1
Demonstration Table, movable	1
Double Boiler	4
Electric Can Opener	1
Electric Frying Pan	4
Electric Mixer, 5 qt./attachment	2
Fry Pan	4
Osterizer (Blender)	1
Pancake Griddle	4
Portable Electric Mixer	4
Refrigerator	4
Stove, Electric	4
Rice Cooker, Automatit 25 cups	2
Roasting Pan	4
Sauce Pan, Long Handle 4-1/2 qt,5-1/2 qt, 7 qt.	4 sets
Scale, Portion	1
Scale, Bakers w/weights	1
Timer	2
Toaster	4
Waffle Iron	4
Food Processor (General Electric)	2
Wok	2
Vegetable Parer	4
Pressure Cooker	4
Pop Corn Popper	1
Coconut Grater	1
Electric Iron	1

Techniques for use in Teaching

1. Discussion Techniques

   Class Discussion, Large-Group, or General Discussion
   Circular Response or Circle Discussion
   Buzzing, Discussion 66, or Small-Group Discussion
   Panel or Round Table
   Symposium
   Forum
   Colloquium
   Question and Answer
   Brainstorming
   Group Work

2. Dramatized Experiences

   Sociodrama or role playing
   Skit or Playlet
   Pantomime

3. Experiences Outside the classroom

   Field Trip
   Interviewing

4. Showing---Telling---Trying out

   Exhibit
   Laboratory
   Demonstration
   Report
   Resource Person

5. Individual Study

   Supervised Study
   Programed Learning

6. Fun---Imagination---Creativity

   Games
   Jingle Writing
   Projective Technique

7. Projection Techniques

   Filmstrip, Slide, and Opaque Projection
   Motion Picture

8. Case Study

   Case study, Case Problem, Case Situation
   Anecdote, Anecdotal Record, Observation Case Study

TEMPERATURE

DISCOVER HOW TEMPERATURE INFLUENCES FLAVOR

Taste and compare juice at room temperature, and juice that has been refrigerated.

Which do you prefer?

How did temperature influence the flavor?

TEXTURE

DISCOVER HOW TEXTURE INFLUENCES FLAVOR

Taste and compare raw onions and cooked onions.

Comments:

SHAPE AND SIZE

DISCOVER HOW SHAPES AND SIZES INFLUENCES FLAVOR

Compare the two salads, Which one looks more appetizing? Why?

Which has more eye appeal?

TOUCH

DISCOVER HOW TOUCH INFLUENCES TASTE

Taste a potato chip---notice how cruchy and crisp it feels.

Taste a bit of Cool Whip. Compare its smoothness with the crispness of the potato chip.

Comments:

APPENDIX

VARIETY IS THE KEY	
Variety of Shapes. Different shapes give a meal added interest.	
Variety of Texture. Choose crunchy foods along with soft foods.	
Variety of Color. Color contrasts add good eye appeal and will make the meal taste much better.	
Variety of Temperature. Serve hot foods as well as cold foods in the same meal. Remember to serve hot foods hot and cold foods cold.	
Variety of Size. If the main dish served is a combination of many small pieces of food, serve some foods whole or in large pieces so they are recognizable.	
Variety of Flavor. Choose one strong or definite flavor and have the rest of the menu compliment that flavor. A combination of too many strong flavors is overpowering. A menu of all mild flavors is uninteresting.	

Adapted From: MEAL PLANNING; Hawaiian Electric Company; Home Service Department.

HOW'S YOUR MENU PLANNING IQ?

A. Change this menu to improve its color appeal.

Baked White Fish
Mashed Potatoes - Cauliflower
Coleslaw
Custard Pie

B. Change this menu to improve its texture appeal.

Macaroni and Cheese
Creamed peas - Molded Lime Jello Salad
Plain muffins
Pumpkin Pie

C. Change this menu to improve its flavor appeal.

Baked Chicken
French fries Onion rings - Buttered Broccoli
Coleslaw
Rolls and Butter
Gingerbread Cookies

APPENDIX

GUESS WHAT'S WRONG?!

LIST THE FOUR ERRORS BELOW:

Adapted from: Teen Talk About Tables, Sterling Silversmiths Guild of America, 1111 East Putham Avenue; Riverside, Connecticut 06872

1. Butter spreader falling into center of plate.
2. Napkin omitted from one guest.
3. One place setting carelessly arranged.
4. Glass of one place setting on left side.

APPENDIX

GOING FISHING

Materials needed:

1. Bait basket-- a container
2. 20 3x5 cards with a hook drawn on it.
3. 20 blank cards

How to play:

1. Divide class into two teams
2. A team member "baits the hook" by drawing a question drawn at random from the "bait bucket"
3. He then picks the top card from the shuffled deck.
4. If the card has a "hook" on it, his team may answer the question (bait).
5. If a blank card is drawn, then the opposing team may answer the question (bait).
6. If the team with the hook fails to answer the question, then the opposing team has the chance to answer it.
7. A team gets one "fish" (score a point) for each question answered correctly.

Suggested questions:

What are the advantages of cooking meat at low temperatures?

What cuts of meat can be cooked by the dry-heat method?

How are less tender cuts of meat cooked?

What factor determines how poultry should be cooked for most pleasing results?

Explain moist-heat methods.

Give examples of dry-heat cooking.

Give examples of cooking by the moist-heat method.

Should fish be cooked for long periods of time?

in Home Economics, P.O. Box 4170
Texas Tech University, Lubbock, Texas 77909, Vol. XIV,
No. 1, Nov. 1973

NUTRITION PRETEST

Match the body functions in List A with the nutrients which encourage them in List B. Use a nutrient from List B only once.

List A: Body Functions	List B: Nutrients
A. Helps prevent colds, sore gums, and easy bruising.	1. Calcium
B. Helps prevent dry skin.	2. Protein
C. Helps in formation of strong bones and teeth.	3. Vitamin A
D. Promotes tissue growth and repair.	4. Vitamin C
E. Helps body utilize calcium.	5. Vitamin D

Circle the letter which corresponds to the best answer for that question.

1. Which of the following is the best source of calcium?
   a. Meat
   b. Fruits
   c. Vegetables
   d. Milk
2. Which of the following is the best source of vitamin A?
   a. Skim milk
   b. Sunshine
   c. Leafy green or bright yellow vegetables
   d. Steak
3. Which of the following lists of foods contains the best source of vitamin C?
   a. Citrus fruits, raw cabbage, and guava
   b. Corn, carrots, bananas, and avocados
   c. Manoa lettuce, soy beans, and bean sprout
   d. Liver, pork, and akule
4. Which of the following lists of foods contains the best source of complete protein?
   a. Dry beans and dry peas
   b. Enriched bread and cereals
   c. Fish, poultry, cheese, and eggs
   d. Citrus fruits, broccoli, and cantaloupe

Adapted from "Nutrition Pretest," Teen Guide to Homemaking, p. 358.

5. Which of the following lists of nutrients contains all fat-soluble vitamins?

   a. Vitamins A, B, and C.
   c. Vitamins C, D, E, and K
   b. Vitamins B, D, and E
   d. Vitamins A, D, E, and K

6. For which of the following does the Daily Food Guide recommend two servings daily?

   a. Meat group
   c. Fruit Vegetable group
   b. Milk group
   d. Bread-Cereal group

7. Which of the following are minerals which your body needs every day?

   a. Thiamine and niacin
   c. Ascorbic acid and riboflavin
   b. Starch and sugar
   d. Phosphorus, iron, and iodine

8. Which is most essential for good appetite and digestion?

   a. Vitamin A
   c. Vitamin C
   b. Vitamin B complex
   d. Vitamin D

9. Which of the following foods often contain empty calories?

   a. Ice milk and ice cream
   c. Candy and soft drinks
   b. Fruit juices
   d. Crackers with cheese

10. Which of the following foods are sources of incomplete proteins?

   a. Cheese and eggs
   c. Beef and ham
   b. Turkey and chicken
   d. Baked beans and pea soup

11. Which of the following lists of foods is not included in the bread and cereal group in the Daily Food Guide:

   a. Pancakes and waffles
   c. Poi and rice
   b. Potatoes and corn
   d. Biscuits and muffins

12. Which of the following does not affect the number of calories you need each day?

   a. Your age
   c. Your food likes and dislikes
   b. Your height
   d. Your activities

13. Which of the following is not a nutrient?

   a. Carbohydrate
   c. Water
   b. Calcium
   d. Fat

NUTRI FACT GAME

Objective: To match a specific nutrient with its appropriate (rich) food source on the board.

Materials: Prepare 4 cards for each of the following nutrients:

Protein	Vitamin A	Water
Iron	Vitamin B_1 (Thiamine)	Bulk, Roughage
Calcium	Vitamin B_2 (Riboflavin)	
Vitamin C (Ascorbic Acid)	Calories	

Dice

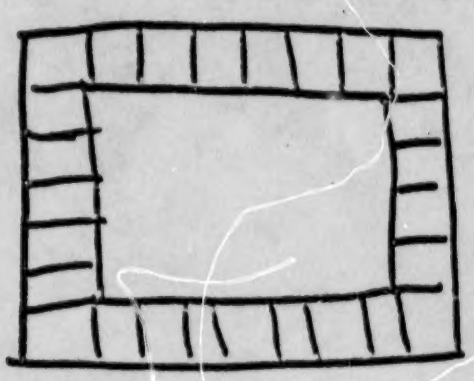
Game board (similar to monopoly board) with food pictures in the squares.

Directions:

Game is played with two to five players.

Each player places a token on their favorite food. Then they draw five cards. The remaining cards are placed down on the board. A roll of the die determine who will go first. Players roll dice in turn, and try to land on foods where they can use of the nutrients in their hands. To discard a card, the food must be a good source of that nutrient and a nutrition fact must be given about it. If the player does not have a matching nutrient, he/she draws one card. The first player to discard all his/her cards is the winner.

Have nutritive value booklets, such as Foods Used in Hawaii available for students to use as references.



The Nutrient Game

Objective: Associate specific nutrients and food groups with familiar food items and food products.

Directions:

Collect empty food containers and bring to class.

Display containers on a table. Divide class into groups with a member from each group selected as a chairman. Clues (questions on nutrition facts) are given. Each group will discuss the answer among its members. Chairman will select a food container from display on table. Once a food is selected, it cannot be returned. At the end of the game, points are scored for the correct answers.

YOUR DAILY DIARY

Keep a diary of everything you eat for one day.	food groups Mk.	Mt.	V&F	B&C	Other
MORNING					
Morning Snacks					
NOON (School Lunch)					
Afternoon Snack					
EVENING					
Night raids on refrigerator or partying					
Munching Things					
Total number of servings					
Recommended number of servings					
Deficiency &/or excess					

CAO Newspaper Column

April - Sugar

It is not easy to avoid eating sugars. Chances are, with most meals, you will eat a food with sugar in it. It is naturally present in some foods, or, as is more likely, it is there because the manufacturer added it during the processing.

A 1978 survey by the Food and Drug Administration showed that sugar was the one ingredient people most often try to avoid, yet there is little doubt that many Americans still eat a good deal of sugar without even knowing it.

This is partly because you have to be an expert to recognize all the types of sugars; chemists say there are more than 100 substances that can be classified as sugars. Consumers also have less control over how much sugar is put into foods by manufacturers.

This was not the case 50 years ago, when two-thirds of the sugar consumed in the United States was purchased by consumers directly for home use. Now, the reverse is true, with two-thirds of all sugar consumption being used by food and beverage industries and only one-fourth being acquired for home use.

The end result is that consumption of all types of sugars is higher than ever, reaching 128 pounds a person in 1978 compared to about 123 pounds 10 years ago, according to per capita sugar consumption figures by the U.S. Department of Agriculture (USDA).

The food and beverage industries' growing use of corn sweeteners, especially corn syrups, is a major reason for this increase. In 1970 corn sweetener consumption amounted to about 19 pounds a person; by 1978, it reached nearly 34 pounds, and is still rising.

At present, the consumer cannot tell how much sugar is in the foods he or she buys, unless a manufacturer voluntarily includes the information on the food label, as is done by many cereal producers. But even then it is listed in grams and the shopper has to know that there are slightly more than 28 grams to an ounce.

The identification of total sugar content in foods is being sought by FDA, USDA and the Federal Trade Commission as part of their proposed overhaul of food labeling regulations and laws that were unveiled last December.

Until these are adopted, consumers must rely on a label's ingredient list for clues to a product's sugar content. FDA requires that the most plentiful ingredient be listed first, followed by the next most plentiful second, and so forth. Thus, if the ingredient list includes such sugar terms as sucrose, glucose, dextrose, maltose, lactose, fructose, sorbitol, mannitol, corn sweeteners and syrups, honey - just to name a few - then the consumer at least knows which sugars were added.

Nutritionists believe that about 24 percent of the calories consumed daily comes from sugars, with about 18 percent from sugars added to the foods. Nutritionists do not regard sugars as an essential nutrient. Their main contribution is taste and calories - about four calories to the gram.

Why do Americans try to avoid sugar? The answer is mainly that sugar contains calories - and usually unwanted calories. Sugar has also been wrongly blamed for many ills, but the only real indictment against the sweet stuff is that it is one of a number of contributors to dental caries (cavities) - and Americans spend $10 billion a year for dental care.

For more information about sugar contact your nearest FDA office at

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